



**Replication Proposal Transmittal Form**

**1. School Information**

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K, 1	180
Year 2	K, 1, 2	250
Year 3	K, 1, 2, 3, 5	456
Year 4	K, 1, 2, 3, 4, 5, 6	640
Year 5	K, 1, 2, 3, 4, 5, 6, 7	732

Proposed Opening Date  Proposed Charter Term

**2. Proposed Affiliations**

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

**3. Lead Applicant Contact Information**

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City  State  Zip Code

Office Phone #  Cell Phone #  E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

**Submit Completed Proposal to:**  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

**FOR OFFICIAL USE ONLY:** Received By:  Date Received



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## Application Summary Form

1. Charter School Education Corporation Name

Achievement First Bushwick Charter School

2. Charter School Name

Achievement First Charter School 10

3. Charter School Location

CSD 16, 17, 23 or 32

4. Anticipated Opening Date

August 15, 2015

5. Management Organization Name (if applicable)

Achievement First, Inc.

6. Other Partner Organization(s) (if applicable)

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	K, 1	180
Year 5	2019-2020	K, 1, 2, 3, 4, 5, 6, 7	732

8. Applicant(s)

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

X	Judith Jenkins	Judith Jenkins works as legal counsel for the New York City Housing Authority. Ms. Jenkins is a graduate of Boston University School of Law and Columbia University.
X	Matt Tartaglia	Matt Tartaglia is the President of Corr-Jensen. Prior to working with Corr-Jensen, he was a Director at Deloitte. He lives in Brooklyn with his family.
X	Dr. Lee Gause	Dr. Lee Gause is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program.
X	Lee Gelernt	Lee Gelernt has been an attorney with the American Civil Liberties Union since 1992 and works on immigration and national security issues.
X	Kelly Wachowicz	Kelly Wachowicz is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector.
X	The Honorable L. Priscilla Hall	The Honorable L. Priscilla Hall was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009.
X	Jonathan Atkeson	Jonathan Atkeson is the Managing Director, Private Equity for the Fortress Investment Group. He attended Yale Law School.
X	Gabriel Schwartz	Gabriel Schwartz is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. He lives in Brooklyn with his family.
X	Amy Arthur Samuels	Amy Arthur Samuels is a Vice President at JP Morgan Chase & Co. Ms. Samuels grew up in Brooklyn.
X	Claire Robinson	Claire Robinson recently retired from a highly successful career in the finance sector, most recently with Moody's Investors Service from 1998-2014.
X	Andy Hubbard	Andy Hubbard is a managing director with Credit Suisse. He received his BS from Princeton University.
X	Justin Cohen	Justin Cohen is currently an Investment Analyst with Prosirris Capital Management, a New York based investment fund.
X	Ambrose Wooden, Jr.	Ambrose Wooden, Jr. is currently a Vice President in the Equities Division at Goldman Sachs. Prior to joining Goldman Sachs, Ambrose graduated from the University of Notre Dame with a degree in Finance.

## 10. Overview of the Proposed Program

The mission of Achievement First (AF) Charter School 10 is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments, excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

In its first ten years of operation, the flagship Achievement First school, Amistad Academy, has proven that we can get 100% of our high school graduates into college. However, as the thousands of families of Achievement waiting lists can attest, rigorous, college preparatory options are not yet available to every family in Brooklyn. The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children, regardless of race or socio-economic status. Offering an achievement gap-closing K-12 public education, Achievement First Charter School 10 helps us deliver on this promise to families across Brooklyn.

The founders of Achievement First Charter School 10 are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Charter School 10 will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Charter School 10 to foster in our students the strength of character and the academic skills they will need to attain those dreams.

AF Charter School 10 will be in session for 192 days of the year from 7:30 am to 4:00 pm. Key Design Elements of the school model include:

- Unwavering focus on breakthrough student achievement
- Consistent, proven, standards-based curriculum
- Interim assessments & strategic use of performance data
- More time on task
- Principals with the power to lead
- Increased supervision of the quality of instruction
- Aggressive recruitment and development of talent
- Disciplined, achievement-oriented school culture
- Rigorous, high-quality, focused training for principals & leaders
- Parents and community as partners

At Achievement First Charter School 10, we are wholly committed to ensuring that our students gain the tools to be admitted to, excel in, and graduate from top colleges. Our academic program is based on the Common Core state standards in English Language Arts and mathematics, and on New York State and national standards in social studies and science. The curriculum will be driven by standards-based scope and sequences, and teachers will have access to high-quality curriculum resources and assessments, created by Achievement First Network Support staff, teachers across the network, and commercial publishers. We believe that by aligning each element of our academic program—curriculum, assessment, and instruction—to the most rigorous academic standards, we will prepare our students to get to and through competitive colleges and universities.

The management structure of AF Charter School 10 is designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

A leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator). Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

AF Charter School 10 will have a relationship with a Management Organization, Achievement First, Inc. Achievement First Charter School 10 will partner with Achievement First, Inc. to provide a range of essential services. The relationship between the school and Achievement First is codified in an Academic and Business Services Agreement (ABSA), which describes the roles and responsibilities of AF and the school and establishes the management fee that the schools pay to AF, which will allow the entire network to be sustainable on public funds. The term of the ABSA is five consecutive school years, but is renewable each year by the Board upon the evaluation of the services provided by AF, which include but are not limited to:

- Developing a curriculum and supporting the school's implementation of the curriculum
- Preparing a budget for recommendation to the Board of Trustees
- Recruiting the principal, teachers and administrators
- Professional development for teachers
- Training and evaluating the principal
- Facilitating the procurement of information technology equipment and services, and providing certain computer and information technology support to the school
- Managing the school's start-up process
- Fundraising
- Marketing and advocacy for the school

Achievement First will work with our partners in the NYC DOE Office of Portfolio Management to identify an appropriate facility in the CSD the school is placed in, either CSD 16, 17, 23 or 32. The network has accomplished this successfully with eight academies in New York City today, and based on preliminary conversations with the DOE we have full confidence that Achievement First Brooklyn Academy will also be able to access public space that meets all state education department requirements. The founding team is aware of the possibility that co-location policy may be impacted by a lawsuit or political changes. In the event that public space is not available, we will work with the Achievement First facilities team to identify private space available for lease.

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Achievement First Bushwick Charter School

2. Charter School Name

Achievement First Charter School 11

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CSD 16, 17, 23 or 32

4. Anticipated Opening Date

August 15, 2016

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6. Other Partner Organization(s) (if applicable)

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**INCORPORATION BY REFERENCE**

**Proposed school name:**

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**Education corporation name:**

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**Year education corporation was established:**

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**Has the name of this education corporation changed in the past?**

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**If yes, please provide past name(s) and**

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**Name(s)**




# Charter Schools Institute

State University of New York

## PERFORMANCE CHECKLIST FOR SUNY REPLICATORS

Achievement First Charter School 10 and Achievement First Charter School 11
Achievement First Bushwick Charter School
2007
No

date(s) below:

	Date(s)



**SUNY Charter Schools Institute Incorporation by Reference Checklist**

Achievement First Charter School 10 and Achievement First Charter School 11

	D			A(i)		A(ii)			C
	This response applies to:			Are you incorporating this response by reference?		Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	All Schools	Proposed School	N/A	Yes	No	Yes	No	N/A	
<b>Instructions (additional instructions are provided in Section C of the Replication RFP):</b>	Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.			If you are responding to the Request by incorporating another document, then please place an "X" in the "Yes" column; otherwise place an "X" in the "No" column.		Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.			Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.
1(x) - Sample Response	X			X			X		Renewal Application, Response D, Benchmark 1B, Use of Assessment Data
1(a-c) – Community Description, Need, Impact	All applicants must provide Responses to these Requests.								
2(a) – Mission and Vision	X			X			X		AF Brooklyn Academy Charter Proposal 2(a)
2(b) – Key Design Elements	X			X			X		AF Brooklyn Academy Charter Proposal 2(a)
2(c) – Accountability Plan	All applicants must provide a Response to this Request.								
3(a-c) – Proposal History	All applicants must provide Responses to these Requests.								
4 – School Enrollment	All applicants must provide a Response to this Request.								
5(a) – Curriculum and Selection Processes	X			X		X			AF Brooklyn Academy Charter Proposal 5(a)
5(b) – Assessment System	X			X		X			AF Brooklyn Academy Charter Proposal 5(b)
5(c) – Instructional Methods	X			X			X		AF Brooklyn Academy Charter Proposal 5(c)
5(d) – Course Overview	X			X			X		AF Brooklyn Academy Charter Proposal 5(d)
5(e) – Promotion and Graduation Policy	X			X			X		AF Brooklyn Academy Charter Proposal 5(e)
6(a-b) – Calendar and Schedules	All applicants must provide Responses to these Requests.								
7(a) – At-risk Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(a)
7(b) – Special Education Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(b)
7(c) – English Language Learners	X			X			X		AF Brooklyn Academy Charter Proposal 7(c)
7(d) – Advanced and/or Gifted Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(d)
8(a) – Instructional Leadership Roles	X			X			X		AF Brooklyn Academy Charter Proposal 8 (a)
8(b) – On-going Teacher Supervision and Support	X			X			X		AF Brooklyn Academy Charter Proposal 8 (b)
8(c) – Professional Development	X			X			X		AF Brooklyn Academy Charter Proposal 8©
8(d) – Teacher Evaluation and Accountability	X			X			X		AF Brooklyn Academy Charter Proposal 8(d)
9(a) – School Culture and Discipline	X			X			X		AF Brooklyn Academy Charter Proposal 9(a)
9(b) – Discipline Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9(b)
9(c) - Special Education Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9 (c )
9(d) – Dress Code Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9 (d)

**SUNY Charter Schools Institute Incorporation by Reference Checklist**

Achievement First Charter School 10 and Achievement First Charter School 11

	D			A(i)		A(ii)			C
	This response applies to:			Are you incorporating this response by reference?		Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	All Schools	Proposed School	N/A	Yes	No	Yes	No	N/A	
10 – Organization Chart	<i>All applicants must provide a Response to this Request.</i>								
11(a) – Staffing Chart and Rationale	<i>All applicants must provide a Response to this Request.</i>								
11(b) – Qualifications and Responsibilities	X			X			X		AF Brooklyn Academy Charter Proposal 11(b)
11(c) – School Leadership and Management Structure	<i>All applicants must provide a Response to this Request.</i>								
11(d) – Staff Recruitment and Retention	<i>All applicants must provide a Response to this Request.</i>								
11(e) – Personnel Policies	X			X			X		AF Brooklyn Academy Charter Proposal 11 €
12(a-b) – Partner Organizations	X			X			X		AF Brooklyn Academy Charter Proposal 12(a-b)
13(a) – Ed. Corp. Board Roles and Responsibilities	X				X			X	
13(b) – School Board Design	X				X			X	
13(c) – Current or Proposed BoT	<i>All applicants must provide a Response to this Request.</i>								
13(d) – Stakeholder Participation	X				X			X	
13(e) – By-laws	X			X					AF Brooklyn Academy Charter Proposal 13 ( e)
13(f) – Code of Ethics	X			X				X	AF Brooklyn Academy Charter Proposal 13 (f)
13(g) – Board Member Information	X				X			X	
14(a-c) – Community Relations	<i>All applicants must provide Responses to these Requests.</i>								
15(a-b) – Student Demand	<i>All applicants must provide Responses to these Requests.</i>								
15(c) – Evidence of Demand	<i>All applicants must provide a Response to this Request.</i>								
15(d) – Admissions Policy	X			X			X		AF Bushwick Admissions Policy Revision, Submitted March 2014
16(a-c) – Facilities	<i>All applicants must provide Responses to these Requests.</i>								
16(d) – Additional Facility Information	<i>All applicants must provide a Response to this Request.</i>								
17 – Food Services	<i>All applicants must provide a Response to this Request.</i>								
18 – Health Services	<i>All applicants must provide a Response to this Request.</i>								
19 - Transportation	<i>All applicants must provide a Response to this Request.</i>								
20 – Insurance	X			X			X		AF Brooklyn Academy Proposal Response 20
21 – Programmatic Audits	<i>All applicants must provide a Response to this Request.</i>								
22(a-c) – Budget, Financial Planning and Fiscal Audits	<i>All applicants must provide Responses to these Requests.</i>								
22(d) – Dissolution Procedures	X			X			X		AF Brooklyn Academy Proposal Response 22(d)
22(e) – Budget Template	<i>All applicants must provide a Response to this Request.</i>								
22(f) – Letters of Commitment	<i>All applicants must provide Responses to this Request.</i>								
23 – Action Plan (Optional)				Have you included an action plan?		X			
24(a-b) – Supplemental Information (Optional)				Have you included supplemental information?		X			



SUNY Charter Schools Institute Incorporation by Reference Checklist

B
Year of Source File
2013
2013
2013
2013
2013
2014
2013
2013

## 1. Community Need

### (a) Community Description and Need:

Provide an analysis of the community and target population for the school, including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicants' rationale for selecting the community;
- Performance of local schools in meeting the need; and
- How the proposed school provides a needed alternative for the proposed community.

Achievement First's decision to open two new K-8 schools (Charter 10 and 11) in one of the AF Brooklyn Academy neighborhoods of Brownsville (CSD 23), Bushwick (CSD 32), Crown Heights (CSD 17), or Bedford Stuyvesant (CSD 16) is driven by the overwhelming community demand for college preparatory public school options, a continued need for high quality education options as well as the Achievement First network's deep connection to most of these communities through current schools. More specifically, the decision to open schools in these neighborhoods aligns with AF's mission to provide educational opportunity to communities with the most need. AF is committed to expanding into neighborhoods where residents would otherwise not have access to a high quality education option. As the below information demonstrates, these neighborhoods would greatly benefit from having an AF Brooklyn Academy.

#### **Brownsville (CSD 23)**

The need for additional quality education options is particularly great in Brownsville, where Achievement First Brownsville Elementary and Middle Schools are located. Less than 10% of students were college ready in 2010-11<sup>1</sup> and only 9.1% of adults 25 and over hold a Bachelor's degree<sup>2</sup>. Brownsville is largely made up of Community School District 23 (CSD 23) and is a neighborhood plagued by poverty and violence. A recent New York Times article reported that in 2013 there were 72 shootings and 15 murders in an area spanning only two square miles. AF's school policy is to provide a clean and safe environment, which would add significant value for school age children in the area.

In the 2012-2013 school year, AF Brownsville Elementary was one of three elementary schools in the district to receive an A rating for academic performance. Of the 27 schools that received a progress report rating, 16 (or 60%) received a score of C or lower<sup>3</sup>.

On the 2013 New York state exam, a mere 12.6% of students in CSD 23 performed at or above proficiency on the ELA exam and 11.2% performed at or above proficiency on the Math exam. However, AF Brownsville Elementary greatly outperformed the district with 37.1% of scholars scoring at or above proficiency on both the ELA and Math exams<sup>4</sup>.

#### **Bushwick (CSD 32)**

Achievement First Bushwick Elementary and Middle Schools are located in Community School District 32 (CSD 32), another community facing a dramatic need for additional high quality public education

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<sup>1</sup> <http://issuu.com/studybrooklyn/docs/community-district-16-brooklyn-neighborhood-report>

<sup>2</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf)

<sup>3</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm#Citywide>

<sup>4</sup> <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

options. Largely made up of Community School District 32 (CSD 32), the population of Bushwick is predominantly Hispanic, with large Dominican and Puerto Rican populations. 62.1% of the population 5 years and over speak Spanish<sup>5</sup>. Only 14.7% of students were college ready in 2010-11<sup>6</sup> and only 10.2% of adults have attained a Bachelor's degree by age 25.

In the 2012-13 school year, AF Bushwick Elementary was one of two elementary schools in the district to receive an A rating on the DOE report card. Close to 50% of the schools in the district received a lower progress report score in 2012-13 than the previous year. Of the K-8 schools in CSD 32, 47% received a rating of C or lower.

On the New York 2013 state exam, 15.3% of students in CSD 32 performed at or above proficiency on the Math exam and 15.9% of students performed at or above proficiency on the ELA exam. There were three times as many AF Bushwick Elementary scholars (57%) that scored at or above proficiency on the Math exam and twice as many (30%) that scored at or above proficiency on the ELA exam.

### **Crown Heights (CSD 17)**

Community School District 17, where Achievement First Crown Heights Elementary and Middle Schools are located, would benefit from additional college preparatory focused schools. While the number of residents in CSD 17 who have received a Bachelor's degree is higher than other CSDs at 18.5%, there is still significant room for improvement. Only 5.8% of students were college ready in 2010-11<sup>7</sup>.

In the 2012-13 school year, only two elementary schools received an "A" progress report rating. Of the 36 schools that received a progress report rating, 19 (or 53%) received a score of C or lower. Well below a quarter of students in CSD 17 were proficient in ELA and Math on the New York state exam. 17.5% of students scored at or above proficiency on the Math exam and 17.1% scored at or above proficiency on the ELA exam. Among AF Crown Heights scholars, 29.3% were proficient in ELA and 42.2% were proficient in Math.

### **Bedford Stuyvesant (CSD 16)**

Bedford Stuyvesant, located in Community School District 16, would also benefit from a high quality public education option. Achievement First Endeavor Elementary and Middle Schools are located in CSD 16. Only 14.3% of students in CSD 16 were college ready in 2010-11<sup>8</sup>. Also, only 14.3% residents age 25 and over have received a Bachelor's degree.

In the 2012-13 school year, over half of the schools in CSD 16 (53%) received a progress report rating of C or lower. On the New York 2013 state exam, 12.6% of students in CSD 16 were proficient in Math and 13.3% were proficient in ELA. Scholars at AF Endeavor Middle School outperformed district scores, with 17.4% of scholars proficient in ELA and 42.1% proficient in Math.

There is no doubt that the community school districts 23, 32, 17, and 16 would benefit from the rigorous yet nurturing college preparatory environment that new Achievement First schools will offer. Our mission is to create educational opportunities for families that need them most: low income

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<sup>5</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf)

<sup>6</sup> <http://issuu.com/studybrooklyn/docs/community-district-4-brooklyn-neighborhood-report>

<sup>7</sup> <http://issuu.com/studybrooklyn/docs/community-district-8-brooklyn-neighborhood-report>

<sup>8</sup> <http://issuu.com/studybrooklyn/docs/community-district-3-brooklyn-neighborhood-report>

students, students who will be the first in their family to attend college, and students who speak a language other than English at home. We are confident that the new schools will prepare our scholars to achieve on levels comparable to those of their affluent peers while developing the character skills necessary to become successful professionals and community leaders. We believe the current success of Achievement First's students in these districts, where the majority of students face significant academic challenges, is a strong indicator of Achievement First's potential success if the Charter 10 and 11 application is approved.

**(b) Programmatic Impact**

Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter schools and private schools;
- Information demonstrating a thorough analysis of existing education options for the existing community and target population;
- Analysis of how the proposed school's enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools; and
- Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.

Within the Achievement First network, every school is encouraged to use the expertise and best practices proven successful at other AF schools. The staff and students of AF Charter 10 and 11 will know from day one that they are part of a larger effort and they will benefit greatly from sharing successes and challenges with their cousins at other schools.

Beyond the AF Network, the new schools are committed to creating a productive and collegial relationship with fellow public schools within the host Region and across the New York City system.

AF Charter 10 and 11 founders believe that the opportunity to share existing public school facilities with other New York City public schools creates a financial win-win for the district and AF; but far more significantly, it creates an environment for knowledge sharing and information exchange between new charter schools and existing schools. We believe that the opportunity in front of us is unprecedented, and as described further in Response 14(a) Achievement First has been a leader nationally in pioneering collaborations.

As it grows into a thriving educational community, the new schools plan to keep their doors open to the educators and families down the hall, down the block, and across the city. The staff at AF Charter 10 and 11 at Achievement First more broadly will be prepared to share what they are learning with fellow educators within the city. This potential for mutual growth and rich information exchange within new charter and existing host schools holds great promise for all students in New York, not just those at AF schools.

In CSD 23, 32, 17, 16, the charter will bring a much needed public school option to the districts by providing a no-excuses model, a mission of providing education that will prepare students to attend and graduate from top colleges. An emphasis on college attendance is not prevalent among many schools in this district. For example, of the schools that mention college in their mission statement, there are only

five in CSD 23, two in CSD 32, five in CSD 17 and eight in CSD 16. Please refer to Response 24(b) and Response 3 for additional support for opening two new schools in these neighborhoods.

**(C) Fiscal Impact**

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;

- Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the school district of location; and
- Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year

The impact is minimal on the district overall but a huge impact on the families who are enrolled.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	If applying for public space multiply per pupil funding by 20% (D x 0.20)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2015 – 2016	180	\$14,127	\$2,542,860	\$508,572	\$3,051,432	\$20,600,000,000	0.015%
2016 – 2017	430	\$14,627	\$6,289,610	\$1,257,922	\$7,547,532	\$20,600,000,000	0.037%
2017 – 2018	706	\$14,627	\$10,326,662	\$2,065,332	\$12,391,994	\$20,600,000,000	0.060%
2018 – 2019	1096	\$14,627	\$16,031,192	\$3,206,238	\$19,237,430	\$20,600,000,000	0.093%
2019 – 2020	1428	\$14,627	\$20,887,356	\$4,177,471	\$25,064,827	\$20,600,000,000	0.122%
2020-2021	1668	\$14,627	\$24,397,836	\$4,879,567	\$29,277,403	\$20,600,000,000	0.142%



## Achievement First Charter School 10

### Accountability Plan For the Accountability Period 2015-16 through 2019-20

#### ACADEMIC GOALS

##### **Goal I: English Language Arts**

**Goal:** All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

##### **Elementary/Middle School Measures:**

###### **Absolute Measures**

- Each year, 75 percent of all students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.
- Each year, the school's aggregate Performance Level Index (PLI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

###### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

###### **Growth Measures**

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

##### **Goal II: Mathematics**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

##### **Elementary and Middle School Measures:**

###### **Absolute Measures**

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



- Each year, the school's aggregate Performance Level Index (PLI) on the State math exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### **Growth Measures**

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

## **Goal III: Science**

**Goal:** Students will demonstrate proficiency in the understanding and application of scientific principles.

### **Elementary and Middle School Measures**

#### **Absolute Measures**

- Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination, and on the Earth Science Regents Exam, respectively.

#### **Comparative Measures**

- Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the same tested grades in the local school district.

## **Goal V: No Child Left Behind (NCLB)**

**Goal:** The school will make adequate yearly progress.

#### **Absolute Measure**

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

## Achievement First Charter School 11

### Accountability Plan For the Accountability Period 2016-17 through 2020-21

#### ACADEMIC GOALS

##### **Goal I: English Language Arts**

**Goal:** All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

##### **Elementary/Middle School Measures:**

###### **Absolute Measures**

- Each year, 75 percent of all students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.
- Each year, the school's aggregate Performance Level Index (PLI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

###### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

###### **Growth Measures**

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

##### **Goal II: Mathematics**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

##### **Elementary and Middle School Measures:**

###### **Absolute Measures**

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



- Each year, the school's aggregate Performance Level Index (PLI) on the State math exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### **Growth Measures**

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

## **Goal III: Science**

**Goal:** Students will demonstrate proficiency in the understanding and application of scientific principles.

### **Elementary and Middle School Measures**

#### **Absolute Measures**

- Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination, and on the Earth Science Regents Exam, respectively.

#### **Comparative Measures**

- Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the same tested grades in the local school district.

## **Goal V: No Child Left Behind (NCLB)**

**Goal:** The school will make adequate yearly progress.

#### **Absolute Measure**

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

### 3. Proposal History

#### (a) Applicant Information

**Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.**

The Board of Trustees of Achievement First Bushwick Charter School is applying for these charters under the Achievement First Bushwick Charter School Education Corporation. The Board is led by Chair Deborah Shanley and is an experienced and effective governing body. The Board approved application for AF Charter 10 and 11 at the June 2, 2014, the minutes of which can be found in Response 24(b).

#### (b) Community Outreach

**Explain:**

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

Achievement First is motivated by the commitment to provide excellent schools that are rooted in the communities we serve, and meet the educational needs defined by members of the communities themselves. As a result, the network has invested in significant community outreach to develop and deepen partnerships designed to reach the families that need college preparatory options most, to inform our educational model based on the needs expressed by members of the community, and to provide additional services that will help prepare scholars for success in college and career.

A key component of community outreach for our charter applications has been a strong focus on parent and community participation in the charter application process. This has been an intentional decision driven by research in best practices in school-community engagement. Given the short timeline of the RFP window, low-engagement strategies for notification and feedback requests like flyering, paid advertising, and paid signature collection would have been significantly easier to execute. However, experts in school-community engagement and scholarly research are clear that these approaches are much less likely to lead to meaningful feedback, and that they do not establish a strong foundation for future collaboration and engagement.

As the Annenberg Institute on School Reform at Brown University argues, "While research has shown that parent and community participation are essential to school improvement (Henderson & Mapp 2002<sup>1</sup>), many schools, especially those in low-income and working-class communities, fall far short of

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<sup>1</sup> Henderson, Anne T., and Karen L. Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002." (2002).



meaningful engagement.”<sup>2</sup> The Annenberg Institute, which is nationally recognized for its research in community engagement, identifies the following best practices for meaningful community engagement, all of which we prioritized in our community outreach efforts for our charter applications:

- Door knocking in the surrounding neighborhoods
- Reaching out to parents, students and community members through after-school and neighborhood programs
- Reaching out to parent-teacher associations
- Organizing neighborhood walks to meet families
- Reaching out to young people through community based organizations

A key strategy employed to ensure significant community outreach and input on the new charter school applications was to work with 20 parent and scholar volunteers, recruited from parent leadership councils, student groups and other AF family organizations, to have thousands of face to face conversations with community members in neighborhoods where the proposed charters would be located. Importantly, the locations for these outreach efforts were chosen by community members (parents and scholars) as high traffic areas where a broad cross section of the community was likely to be present. While the most direct route to collecting signatures is to go to places where known supporters congregate (e.g. daycare centers that refer scholars to AF schools, gatherings of current AF families), this outreach effort prioritized locations that would provide a representative sample of the communities. While this strategy was labor intensive, volunteer Achievement First families and scholars wanted to invest in this approach as they felt it was the best way to both deeply spread the message of Achievement First’s intention to open additional charter schools *and* request meaningful feedback on the proposals from individuals who live, work and/or raise families in the communities where these new schools would operate.

Teams of volunteers conducted conversations that both informed community members about Achievement First’s intention to open new charter schools in their neighborhood and solicited feedback about Achievement First’s proposals. Achievement First family and scholar volunteers identified key locations and events in their communities - busy parks, train hubs, and summer festivals - to reach the most community members possible. These volunteers spent more than 50 hours in conversation with a tremendous cross section of stakeholders in central Brooklyn and spoke with more than 1,000 people total (note that 1,000 is a conservative estimate of total conversations, based on the 1,000+ signatures in support of the proposal. While support for the proposals was widespread, the total number of conversations was greater than 1000). The volunteer “street teams” that conducted outreach included Spanish speakers to ensure that families could get the message in the language they are most comfortable with. (See “Evidence of Outreach” table on Achievement First volunteer efforts in Response 3(c).

Achievement First also engaged community organizations—specifically chosen because each represents a broad cross-section of the communities we seek to serve—such as advocacy groups, day care centers, religious institutions and housing organizations to inform stakeholders about our proposals to open charters in central Brooklyn. Achievement First engaged key staff members at 29 community

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<sup>2</sup> “Getting Started in Education Organizing”

[http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies\\_low.pdf](http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies_low.pdf), accessed 6/26/2014



organizations in face to face or over the phone conversations. Many of these organizations also serve individuals at risk of not having access to high quality education. Because these organizations are thriving and deeply rooted in these communities, they have strong relationships with their constituencies. If we were unable to speak directly with staff at these organizations, we sent a survey link and a questionnaire with information on our intention to open additional charter schools and a request for feedback and input. These conversations furthered our ability to reach as many stakeholders as possible by working through organizations connected to a significant number of community members. Additionally, conversations and written feedback helped us to collect important and helpful input and feedback on our charter applications.

Several of the community organizations that were contacted are publicly critical of charter schools. We engaged these organizations intentionally to seek out critical feedback to further improve our applications and relationships in the communities where our schools are currently located and may be located in the future. Collectively, these organizations have spread the word about Achievement First's intention to open new charter schools to many thousands of individuals. We look forward to continuing dialogue with these organizations to get their feedback and input from the constituencies they serve even as we move into school operation. See Response 3(c) for "Evidence of Outreach", which includes a list of organizations contacted, survey and questionnaire.

Achievement First also reached out to key government bodies and elected officials in communities where our new charters may be located. Similar to outreach to community organizations, our intention was to not only speak with key stakeholders for feedback on our proposals, in this case government officials, but to also widely spread the message of Achievement First's intention to open additional charter schools. We scheduled in person or over the phone conversations with 4 government officials. In these conversations, we specifically outlined Achievement First's intention to open additional charter schools in the community they represent and requested input and feedback on our proposal. For those we were not able to reach over the phone or in person, we sent an email outlining Achievement First's proposal to open additional charter schools and requesting feedback via online survey or questionnaire. In total, we reached out to 24 government officials who represent every person in Brooklyn where we intend to open our proposed charter schools. See "Evidence of Outreach" (Response 3(c) for a table of government officials contacted.

Finally, we issued a press release to local media outlets notifying them of the proposal, and explaining how to provide input (online survey, phone, or email). Additionally, we posted the press release and survey link on Achievement First's website. We have provided evidence of community outreach in Response 3(c). We received two responses to our online survey. The written response to the survey is included both in Response 3(c) and our incorporation of the feedback is included in the table below.

The feedback we received overwhelmingly focused on the following themes:

Feedback	How this feedback is reflected in the application
<p><b>Family Engagement:</b> Organizations like Hope Gardens Community Center, Good Shepherd Services, Advocates for Children of New York and Bedford Stuyvesant Community Partnership Program emphasized the importance of engaging parents as partners by making sure that parents are familiar with school choice during recruitment season, creating structures in schools to ensure parents have a strong voice and ability to lead and creating supports in schools so that parents have the ability to help their children succeed academically.</p>	<p>As a result of this feedback, and feedback from other key AF partners, Achievement First will create a Family Advisory Council in 2014-15 to support parents' ability to voice concerns emerging at their schools and connect with parents in their schools and across the AF network to create solutions. As well, Achievement First is shifting to a year round recruitment season, with the goal of informing as many community members about the option of Achievement First schools in their neighborhoods at every opportunity throughout the year. This feedback has led us to redouble our efforts to take our message directly to the community so that the families most in need of options are aware of AF and know how to apply.</p>
<p><b>Services for SPED and ELL students:</b> Advocates for Children of New York urged Achievement First to continue to improve services for SPED and ELL students, specifically thinking about questions like: Do schools have enough SPED teachers? Does AF have enough information about the ELL population in the community to anticipate ELL needs in schools?</p>	<p>One of the four "pillars" of the Achievement First Strategic Plan is to be an <i>Exemplar of both Excellence and Equity</i>. This was explicitly included to ensure that high academic performance is not enough – AF schools need to help ALL students, especially those who require additional support due to a disability, because they are not proficient in English, or simply because they are struggling academically or behaviorally. While the basic Response to Intervention program in the proposals has not changed significantly, Achievement First has redoubled its support to ensure that every principal, special services coordinator, special education teacher, ESL teacher, and general education classroom teacher has the supports and coaching they need to carry out the program with excellence, for ALL scholars.</p>

<p><b>Discipline and Suspension:</b> Good Shepherd Services, Advocates for Children, Bedford Stuyvesant Community Partnership Program and Brownsville Community Justice Center made suggestions around improving access to educational services for suspended scholars and strengthening supports for scholars and families struggling with behavior.</p>	<p>Strengthening school cultures has been a network-wide priority since 2012-13, and in the 2013-14 school year this commitment reduced suspensions by approximately one third. Again, the basic structures for school culture and discipline are not changing significantly, but the network has created two new full time positions to support schools to strengthen their positive school cultures so as to reduce reliance on consequences to maintain a learning-focused culture. There will be approximately 20 hours of additional training for school leaders and teachers over the course of the next school year to ensure that every adult has the skills necessary to establish joyful learning environments in every classroom and school. This includes ensuring that our tiered behavioral support model (parallel to the RTI framework) is carried out at the new schools so that every student receives the social emotional learning support s/he needs to excel, without the overuse of disciplinary tools.</p>
<p><b>Community Engagement:</b> Crown Heights Community Mediation Center shared that there was a sense among their colleagues in Crown Heights that Achievement First does not sufficiently incorporate community culture into the schools or classrooms.</p>	<p>Achievement First is committed to partnering with local community stakeholders including clergy members, elected officials and leaders to support the greater AF 10 and 11 Charter School communities. With the strong support of Board Chair Deborah Shanley, the Achievement First external relations team has been completely restructured with the explicit goal of deepening community engagement with our schools. We believe that the commitment to these relationships and the enhanced services from the network will translate into schools that are more deeply and meaningfully connected to the communities they are located in.</p>

<p><b>Co-location and relationships between charter schools and traditional public schools:</b>          Brooklyn Movement Center, Brooklyn Restoration Plaza, City Council Member Espinal and State Assembly Member Espinal stated that co-location of public schools in a single building, including buildings shared by charter public and traditional public schools, is a challenge that can become a distraction from teaching and learning. As well, these organizations and individuals believe that charter schools and traditional public schools should work together to share resources so that all schools can improve.</p>	<p>As a result of this feedback, we looked at the most successful co-locations of Achievement First schools, and built into this proposal the practices that have been most effective in establishing strong partnerships with co-located schools.</p>
<p><b>Diversity and Inclusiveness:</b> An anonymous respondent to our online survey responded “I would suggest more teachers of color so that there is some familiarity of cultural nuances.”</p>	<p>As a result of this feedback and ongoing organizational priorities, a major focus for Achievement First is the hiring and retention of staff members of color. In FY14, we increased the percentage of new teachers and school leaders identified as black, Latino or multiracial from 28 percent to 36 percent and, last year for the first time, we retained a higher percentage of our staff of color than our network average. The network has hired a full time Director of Diversity and Inclusiveness specifically to advance this priority at the school and network level.</p>

As we conducted conversations with individuals in communities where we are proposing new charters be located, we encountered a good deal of support for Achievement First’s intention to apply for additional charters. Initially we had communicated with community partners and stakeholders that we intended to apply for two charters. However, given the great amount of support we encountered during our outreach and the interest in Achievement First adding additional middle and high school options, we decided to apply for three charters rather than two to respond to this interest. After that decision was made, we communicated in our subsequent conversations that Achievement First was intending to apply for three charters in either CSDs 16, 17, 23 and 32. This change in number of charter applications due to strong community support during outreach efforts is reflected in several of the letters of support included in Response 14c-Evidence of Community Support, which indicate the support of two charters rather than three. We are confident that these organizations support the opening of three Achievement First charters.

## Summary of Community Notification & Outreach

In order to reach the broadest cross section of the communities that will be impacted by our proposed schools, we have reached out to elected officials, community based organizations, religious leaders, local government groups, daycare providers and other key community leaders. Achievement First parent and scholar volunteers have also reached out to hundreds of families as part of current efforts to engage people in their communities about Achievement First's interest in opening additional schools to provide a high quality education to more children.

### Government Officials

We notified the following **24** government officials, and requested a meeting with each to share our plan to open 3 charter schools and request feedback on our proposal.

NAME	DISTRICT	CSD COVERED	REQUESTED/HELD MEETING
Community Board Chair Tremaine Wright	CB 3	16	Requested
CEC Presiden Felicia Alexander	CEC 16	16	Requested
Community Board Chair Granville	CB 8	17	Requested
Community Board Chair Goldstein	CB 9	17	Requested
CEC President Nicole Job	CEC 17	17	Requested
State Senator John Sampson	District 19	23	Requested
CEC President Malanie Mendoca	CEC 23	23	Requested
Community Board Chair Kollock-Wallace	CB 16	23	Requested
City Council Member Inez Barron	District 42	23	Requested
State Assembly Member Martiza Davila (Chief of Staff)	District 53	32	Held, June 16, 2014
State Senator Martin Dilan	District 18	32	Requested
CEC President Victorina Lugo	CEC 32	32	Requested
Community Board Chair Julie Dent	CB 4	32	Requested

State Assembly Member Walter Mosley (Chief of Staff)	District 57	16, 17	Held, June 13, 2014
City Council Member Laurie Cumbo (Chief of Staff)	District 35	16, 17	Held, June 23, 2014
State Senator Velmanette Montgomery	District 25	16, 17	Requested
State Assembly Member Annette Robinson	District 56	16, 17	Requested
City Council Member Darlene Mealy	District 41	16, 17, 23	Requested
Governor Andrew Cuomo	State of NY	16, 17, 23, 32	Requested
Brooklyn Borough President Eric Adams	Borough of Brooklyn	16, 17, 23, 32	Requested
City Council Member Rafael Espinal (Chief of Staff)	District 37	23, 32	Held, June 13, 2014
State Assembly Member Kareem Camara	District 43		Requested
City Council Member Jumaane Williams	District 45		Requested
State Senator Bill Perkins	District 30		Requested

### Community Based Organizations

Across the communities that would be served by the new Achievement First schools, we reached out to **29** community based organizations to invite feedback on how our proposed school can best serve the community. We specifically targeted organizations that work with at-risk populations, so that we can make sure that community members who need excellent options most are aware of Achievement First. We focused heavily on face to face conversations with individuals. For those we have been unable to schedule face to face conversations with, we requested feedback through an online survey or written questionnaire.

NAME	ORGANIZATION	CSD COVERED	REQUESTED/HELD MEETING
Ronica Webb	Bed-Stuy CPP	16	Held, June 4, 2014
Digna Layne	Good Shepherd Services	16	Held, June 3, 2014

Elizabeth Best	CDSC	16	Requested
Michelle Etwaroo	Pratt Area Community Council	16	Held, June 16, 2014
Marty Forth	Bed-Stuy YMCA	16	Requested
Allen James	SOS Crown Heights	17	Requested
Kara Kohn	Brooklyn Children's Museum	17	Requested
Julie Taylor	Brownsville Community Justice Center	23	Held, June 10, 2014
Renee Muir, Carmen Worrell	Brownsville Multi Service Center	23	Held, June 16, 2014
Eva Gordon	East New York Community Coalition	23	Held, June 26, 2014
Rev. Leonard Hatter	The Greater Tabernacle Temple	23	Requested
Seidi Quinones	Hope Garden Center/Hispanic Family Services	32	Held, June 4, 2014
Mickey Ronan-Gross	ACE Integration Daycare Center	32	Held, June 12, 2014
Raul Rubio	Bushwick CPP	32	Held, June 28, 2014
Mildred Roque Tracey	New Life Early Learning	32	Requested
Kadijah Grant	NY Center for Childhood Development	32	Requested
	SCO Family of Services	32	Requested
Verna Ademu-John	Brooklyn Restoration Plaza	16, 17	Held, June 26, 2014

Anthonine Pierre, Mark Winston Griffith	Brooklyn Movement Center	16, 17	Held, June 24, 2014
Amy Ellenbogen & Kenton Kirby	Crown Heights Community Mediation Center	16, 17	Held, June 24, 2014
Tracey Barnett	Jumpstart	16, 17, 23	Held, June 10, 2014
Paulina Davis	Advocates for Children	16, 17, 23, 32	Held, June 9, 2014
Cecilia Clark	Brooklyn Community Foundation	16, 17, 23, 32	Requested
Carlo Scissura	Brooklyn Chamber of Commerce	16, 17, 23, 32	Requested
	Brooklyn Historical Society	16, 17, 23, 32	Requested
	Center for Economic and Social Rights	16, 17, 23, 32	Requested
	Children of the City	16, 17, 23, 32	Requested
Tonya Jenkins Griffin	Health Plus	16, 17, 23, 32	Requested
Shanee Ross	Brooklyn College Early Childhood Development Center	23, 32	Held, June 10, 2014

### Direct Community Outreach

Achievement First families and scholars from across our communities, excited about the opening of additional Achievement First schools to serve more children in Brooklyn, worked for more than **50 hours** as volunteers to hold conversations with individuals in CSDs 16, 17, 23 and 32 about AF and the opportunity for expansion. These families worked individually or in teams to participate in conversations in key hubs in their communities to share information about Achievement First and to engage in conversation about AF's intention to open three charter schools. Conversations took place in key community gathering points, such as parks, train stations and festivals. These conversations, which happened in English and Spanish



as needed, allowed parents and scholars to speak directly with other parents as well as community members about Achievement First and get direct feedback on Achievement First. This feedback was incorporated into the application.

LOCATION	CSD
Children's Corner Daycare Bedford Stuyvesant Block Park	16
Crown Heights Door Knocking	17
Penn Avenue Train Station Intersection of Pitkin and Saratoga	23
John Coker Daycare Center Brisboy Park Maria Hernandez Park Bushwick CPP Arts Fair	32

### Media Coverage

We reached out to media outlets through a press release. We also included information about our proposal, along with a link to our online survey requesting feedback, on the Achievement First website.

403 James Street  
New Haven, CT 06513  
203 773 3223



335 Adams Street, Suite 700  
Brooklyn NY 11201  
718 623 2660



Contact: Amanda Pinto; (203) 726-0168; [amandapinto@achievementfirst.org](mailto:amandapinto@achievementfirst.org)

## **ACHIEVEMENT FIRST PLANS TO OPEN NEW PUBLIC CHARTER SCHOOLS IN CENTRAL BROOKLYN**

*Proposed Schools Are in Response to Tremendous Demand for Seats at AF Schools*

JUNE 13, 2014 – BROOKLYN, N.Y. – Achievement First, a high-performing network of 25 non-profit, college-preparatory public charter schools in New York, Connecticut and Rhode Island, plans to open three new schools that would serve the communities of central Brooklyn. The proposal is in response to the overwhelming demand for seats in its schools and for more high-quality, college-preparatory public school choices in Brooklyn.

In its most recent student recruitment season, Achievement First garnered, on average, more than eight lottery enrollment forms for each open seat in its Brooklyn schools. According to the New York City Charter Center's 2013 Lottery Report, New York City public charter schools received an estimated 181,600 lottery enrollment forms for 18,600 available seats in that spring's lotteries. A majority of enrolling students live in Harlem, the South Bronx and central Brooklyn.

In response to this need, Achievement First will submit the new school proposal to the State University of New York (SUNY) Charter Schools Institute. If approved, the first of the three Achievement First schools will open in 2015-16 serving 184 students in kindergarten and first grade. It will serve 840 students in grades K-8 in its fifth year of operation. The second school would open in 2016-17 with 184 kindergarten and first-grade students, growing to 840 students in grades K-8 in its fifth year of operation. The third school would open in 2016-17 serving 96 fifth-grade students, and would serve 540 students in grades five through 12 in its fifth year of operation.

Achievement First is committed to serving all students, including English Language Learners and students who require special education services. Achievement First is deeply invested in building strong community partnerships and engaging community members as it opens new schools. Since community voices are vitally important in its planned growth, Achievement First invites local leaders and neighbors to meet with us and share feedback. A survey is also being circulated to gather highly valued community input about the expansion: <http://www.surveymonkey.com/s/AFCharterApplication>.

In its Brooklyn schools, Achievement First serves nearly 4,600 K-12 students from low-income communities in Crown Heights, Bushwick, East New York, Bedford-Stuyvesant and Brownsville. For two consecutive years, AF Bushwick received an A and scored in the top 15 percent of all city schools on the New York City Department of Education Progress Reports. The NYC DOE highlighted AF Bushwick as one of eight city schools with high-needs populations that excel at preparing students for college and careers. AF Bushwick earned special credit for making outstanding gains with special education students. In May, AF Brooklyn High's second graduating class carried on the school's tradition of 100 percent college acceptance.

### **About Achievement First**

Achievement First, a non-profit 501(c)3 organization, currently operates 25 K-12 public charter schools in Brooklyn, Connecticut and Rhode Island. The mission of Achievement First is to close the achievement gap and deliver on the promise of equal educational opportunity for all children, regardless of race, economic status or zip code. With its college-preparatory focus, the Achievement First approach is attaining breakthrough academic gains throughout its network of 25 public charter schools. In the 2013-14 academic year, Achievement First is educating more than 8,100 students in historically low-performing and underserved neighborhoods.

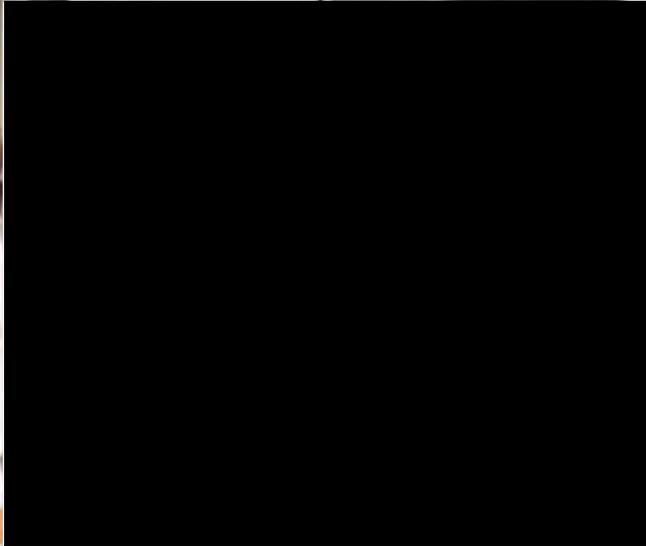
Achievement First's approach to teaching and learning enables every student to succeed at the highest levels. This involves:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks;
- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction;
- Creating a joyful school culture where it is "cool to be smart" that emphasizes character education and focuses students on college.

For more information, please visit [www.AchievementFirst.org](http://www.AchievementFirst.org).

Laws don't create equality,  
they merely open the door.  
It is education that creates  
equal opportunity. That is  
the goal at our schools.

WILLIAM BERKLEY  
Board Chair



### About Us

[History](#)

[Diversity](#)

[Board](#)

[Leadership Team](#)

### Achievement First Press Releases

[Achievement First Plans to Open New Public Charter  
Schools in Central Brooklyn](#)  
6/13/14

[Achievement First Announces Distinguished Teachers](#)



Publications Contacted About AF Brooklyn Academy  
Charter School Proposal

AM NY

AP

Brooklyn Community Access Television

Brooklyn Daily Eagle

Brooklyn Downtown Star/Queens Ledger

Brooklyn News 12

Brooklyn Paper

Brooklyn's Progress

Daily News

DNAinfo

East Hampton Independent

El Diario

El Especialito

GothamSchools (Now Known as Chalkbeat)

Hechinger Report

Impacto Latin News

Inside Schools

Metro New York

NBC 4

New York City News Service

New York Magazine

New York Post

NY1 News

NYS Public Radio Network

Reuters

SchoolBook

Talking Points Memo

The Daily Challenge

The Epoch Times

The Haitian Times

The Huffington Post

The New York Times

The Village Voice

The Wall Street Journal

Time Out New York KIDS

WABC-TV

WINS-AM

## Rhea Byer-Ettinger

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**Subject:** Parent Petition Training  
**Location:** Adams St Many Minds - RM408 (12-16 ppl); Dial in: 712-432-1549, Code: 4150#

**Start:** Thu 6/5/2014 6:30 PM  
**End:** Thu 6/5/2014 7:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

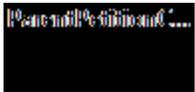
**Organizer:** Rhea Byer-Ettinger  
**Required Attendees:** Lucia Mattox; Angela Tucker  
**Optional Attendees:** [REDACTED]; Loiseau, Adrienne; Guerschmide Saint-Ange; Chastity Lord; Devyn Humphrey; Tony Siddall; [REDACTED]  
[REDACTED] Denise Ashley

**Resources:** Adams St Many Minds - RM408 (12-16 ppl)

Hello,

As part of our effort to submit high quality applications for new AF charters in Brooklyn, we are aiming to have a great showing of community outreach and support for these charters. We would like to collect as many petition signatures as possible in support of new AF charter schools and want to build these efforts around parent leaders.

At this meeting, we will work with parent leaders from across our neighborhoods in Brooklyn to identify venues for the collection of signatures and to identify other parent leaders to participate in this effort. The agenda and worksheet for the meeting are attached for your use during the meeting.



Please feel free to reach out with any questions.

Best,  
Rhea

## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** Friday, June 06, 2014 4:51 PM  
**To:** Rhea Byer-Ettinger  
**Cc:** Tony Siddall  
**Subject:** Achievement First to open new K-12 school in Central Brooklyn <Survey Response Requested by Friday, June 27>

Dear Achievement First Partner-

It is my pleasure to announce that Achievement First is planning to open two new K-12 charter public schools serving the communities of central Brooklyn. We are submitting a proposal for the new school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed schools will both open serving grades K and 1, one in 2015 and one in 2016. The schools will ultimately serve children in grades K-12.

As we develop the proposal for this new school the voices of community leaders are very important to us. I'm writing to invite you to discuss this proposal.

Achievement First is a non-profit network of public charter schools serving the communities of Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Together, our schools enroll over 4,800 students in Kindergarten through 12<sup>th</sup> grade. Our scholars are 98% Black & Latino, and a large majority come from low-income households. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. It is our mission to deliver on this promise of equal educational opportunity.

At AF Brooklyn High School in Crown Heights, each of the two graduating classes has earned a **100% college acceptance rate**, and the same is true for our flagship high school in New Haven, with a four year streak of 100% college acceptance. Our schools consistently rank in the top 15% on the New York City DOE Report Cards. This success has translated into tremendous demand from families, *with more than 6 applications for every open seat at an Achievement First school*. This new school is a response to the overwhelming demand for high quality, college preparatory public schools choices in Brooklyn.

Each of our schools is built on a foundation of excellent teachers, more time on task, rigorous curriculum, targeted help for students who need it, and a warm, demanding school culture. We know from experience, however, that every neighborhood has its own needs and resources, and that a cookie cutter approach won't get our scholars to college. This is why we're reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We welcome your input on Achievement First's interest in opening additional charter schools. Please pass along your feedback through our online survey: <https://www.surveymonkey.com/s/AFCharterApplication2014>

Thank you so much for your input.

Sincerely,  
Rhea

Rhea Byer-Ettinger  
Associate, External Relations  
Achievement First

**Education=Freedom**

[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** Wednesday, June 11, 2014 10:37 AM  
**To:** [REDACTED]  
**Subject:** Achievement First connecting with Brooklyn Restoration Plaza

Hello Ms. Adeum-John,

I hope this email finds you well.

I work for Achievement First, a great charter school network of 17 schools located in Crown Heights, Ft. Greene, Brownsville, Bushwick and East New York. You can find out more information about Achievement First [here](#).

I am on the External Relations team with Achievement First and am always working to develop relationships in Brooklyn, especially in neighborhoods where our schools are located. I am very interested in the work that you are doing with Brooklyn Restoration Plaza and with the Brooklyn Coalition Meetings. I'd love to learn more about you, your work, how you are thinking about Brooklyn and share a bit about myself and Achievement First as well. If you're available, I'd love to schedule 45 minutes for a face to face meeting.

Please let me know if you are interested and available. I am happy to work around your schedule.

I look forward to hearing from you.

All the best,  
Rhea

Rhea Byer-Ettinger  
*Associate, External Relations*  
Achievement First

335 Adams Street, Suite 700 | Brooklyn, NY 11201  
[REDACTED]

**Education=Freedom**  
[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



## Rhea Byer-Ettinger

---

**Subject:** Brooklyn Restoration Plaza & Achievement First  
**Location:** 1360 Fulton Street, 4th Floor, Room 419

**Start:** Thu 6/26/2014 10:00 AM  
**End:** Thu 6/26/2014 10:45 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rhea Byer-Ettinger

**Required Attendees:** 

Hello Verna,

Thank you so much for your quick response. I will look forward to spending some time with you on Thursday, June 26 at 10AM.

Please let me know if your availability changes.

All the best,  
Rhea

## Community Leader Meeting

### DRAFT AGENDA

- 6:30PM Introductions: Who is the person we are meeting with, what is the organization involved in
- 6:45PM Achievement First's Application for New Charter Schools
- 7:00PM Reactions to and input on applications for new charter schools
- 7:15PM Next steps; opportunities work and think together
- 7:30PM End

## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** 2014 3:57 PM  
**To:** [REDACTED]  
**Subject:** Achievement First to open new K-12 schools in Central Brooklyn

Dear Community Board 3 Chair Kollock-Wallace,

It is my pleasure to announce that Achievement First is planning to open three new K-12 charter public schools serving the communities of central Brooklyn. We are submitting a proposal for the new schools to the State University of New York (SUNY) Charter Schools Institute. If approved, one of the proposed schools will open in 2015 serving grades K-1 and two will open in 2016, one serving K-1 and one serving 5<sup>th</sup> grade. The schools will ultimately serve children in grades K-12.

Achievement First is a non-profit network of public charter schools serving Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Together, our schools enroll over 4,800 students in Kindergarten through 12<sup>th</sup> grade. Our scholars are 98% Black & Latino, and a large majority come from low-income households. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. It is our mission to deliver on this promise of equal educational opportunity.

At AF Brooklyn High School in Crown Heights, each of the two graduating classes has earned a **100% college acceptance rate**. Our schools consistently rank in the top 15% on the New York City DOE Report Cards. This success has translated into tremendous demand, *with more than 6 applications for every open seat at an Achievement First school*. These applications for new schools are a response to the overwhelming demand for high quality, college preparatory public schools choices in Brooklyn.

Each of our schools is built on a foundation of excellent teachers, more time on task, rigorous curriculum, targeted help for students who need it, and a warm, demanding school culture. We know from experience, however, that every neighborhood has its own needs and resources, and that a cookie cutter approach won't get our scholars to college. This is why we're reaching out now to explain our approach, and to get your input on how a new school can best serve Brooklyn communities. As we develop the proposal for the new schools, the voices of community leaders are very important to us.

We would very much welcome the opportunity to share more with you about our plans to expand and are flexible around the ways you prefer to provide input and feedback. Options include:

- Scheduling time with you to share more about Achievement First and our plans to expand and hear your feedback on the plan. We would also welcome the opportunity to learn more about your work.
- Your feedback and input on our proposals through this online survey (<https://www.surveymonkey.com/s/AFCharterApplication2014>)
- Your response to the questionnaire below, which you can return directly via a response email

We look forward to working to find a time to connect and find ways to work together!

Sincerely,  
Rhea

Rhea Byer-Ettinger  
Associate, External Relations  
Achievement First

**Education=Freedom**

[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



**Request for Feedback and Input on the Proposed Charter Schools**

Achievement First’s approach to teaching and learning enables every student to succeed at the highest levels. Please respond with feedback, input or suggestions on any or all of the following key components of Achievement First’s proposed charters:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks

FEEDBACK:

- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction

FEEDBACK:

- Creating a joyful school culture where it is “cool to be smart” that emphasizes character education and focuses students on college.

FEEDBACK:

- Creating middle school and high schools programs that support students at risk of not graduating

FEEDBACK:

- What else do you think this community needs educationally, and how could this proposal help meet that need?

FEEDBACK:

- Based on what we've told you about the AF approach, do you have any questions, concerns, or other suggestions?

FEEDBACK:



### **Achievement First to Apply for Three New Charters**

Achievement First (AF), a high-performing network of 25 non-profit, college-preparatory public charter schools in New York, Connecticut and Rhode Island, plans to open three new schools that would serve the communities of central Brooklyn. The proposal is in response to the overwhelming demand for seats in its schools and for more high-quality, college-preparatory public school choices in Brooklyn.

In its Brooklyn schools, Achievement First:

- Serves nearly 4,600 K-12 students from low-income communities
- Has schools in Crown Heights, Bushwick, East New York, Bedford-Stuyvesant and Brownsville
- For two consecutive years, AF scored in the top 15 percent of all city schools on the New York City Department of Education Progress Reports
- The NYC DOE highlighted AF Bushwick as one of eight city schools with high-needs populations that excel at preparing students for college and careers
- In May, AF Brooklyn High's second graduating class carried on the school's tradition of 100 percent college acceptance
- In its most recent student recruitment season, Achievement First garnered, on average, more than eight lottery enrollment forms for each open seat in its Brooklyn schools.

In response to this great success and need, Achievement First will submit three new school proposals to the State University of New York (SUNY) Charter Schools Institute. If approved:

- The first of the three Achievement First schools will open in 2015-16 serving 184 students in kindergarten and first grade, growing to 840 students in grades K-8 in its 5<sup>th</sup> year of operation
- The second school would open in 2016-17 with 184 kindergarten and first-grade students, growing to 840 students in grades K-8 in its fifth year of operation
- The third school would open in 2016-17 serving 96 fifth-grade students, and would serve 540 students in grades five through 12 in its fifth year of operation
- The schools would open in either CSDs 16, 17, 23 or 32

Achievement First is committed to serving all students, including English Language Learners and students who require special education services. Achievement First is deeply invested in building strong community partnerships and engaging community members as it opens new schools. Since community voices are vitally important in its planned growth, Achievement First invites local leaders and neighbors to meet with us and share feedback.

## Questionnaire on the Proposed Charter Schools

Achievement First's approach to teaching and learning enables every student to succeed at the highest levels. Please respond with feedback, input or suggestions on any or all of the following key components of Achievement First's proposed charters:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks

FEEDBACK:

- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction

FEEDBACK:

- Creating a joyful school culture where it is "cool to be smart" that emphasizes character education and focuses students on college.

FEEDBACK:

- Creating middle school and high schools programs that support students at risk of not graduating

FEEDBACK:

- What else do you think this community needs educationally, and how could this proposal help meet that need?

FEEDBACK:

- Based on what we've told you about the AF approach, do you have any questions, concerns, or other suggestions?

FEEDBACK:

# Achievement First Charter Application Survey

Summary **Design Survey** Collect Responses Analyze Results

## Edit Survey

Preview Survey Send Survey »

To change the look of your survey, select a theme below.

Aqua Create Custom Theme

### TITLE & LOGO

Edit Title + Add Logo

Achievement First Charter Application Survey

+ Add Page

### PAGE 1

Edit Page Options Copy

## Achievement First Charter Application Survey

+ Add Question

Q1 Edit Question Move Copy Delete

### 1. In what part of Brooklyn do you reside?

In what neighborhood do you reside (i.e. Crown Heights, Bushwick, etc.)?

What is your zip code?

+ Add Question Split Page Here

Q2 Edit Question Add Question Logic Move Copy Delete

### 2. Do you have school-aged children?

No

Yes

+ Add Question Split Page Here

Q3 Edit Question Add Question Logic Move Copy Delete

### 3. Do you work with school-aged children?

Yes

No

+ Add Question ▼ Split Page Here

**Q4** Edit Question ▼ Add Question Logic Move Copy Delete

**4. Do you support the expansion of high quality free public charter schools, like Achievement First?**

No

Yes

Additional comments:

Empty text input box for additional comments.

+ Add Question ▼ Split Page Here

**Q5** Edit Question ▼ Move Copy Delete

**5. Please share any suggestions or requests for this proposal**

Empty text input box for suggestions or requests.

+ Add Question ▼

+ Add Page

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Send Survey »

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## Please share any suggestions or requests for this proposal

Answered: 1 Skipped: 1

● Responses (1)

☁ Text Analysis

👤 My Categories

### PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade

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Filter by Category ▾

Search responses



Showing 1 response

I would suggest more teachers of color so that there is some familiarity of cultural nuances.

6/25/2014 12:57 PM [View respondent's answers](#)

## Notes from 1:1 meetings –Charter Applications Outreach, Summer 2014

*All organizations marked with asterisks (\*\*\*) are those offering their support for the Achievement First Charter Schools proposals*

<b>Name</b>	<b>Organization</b>	<b>CSD</b>	<b>Notes</b>
***Digna Layne	Good Shepherd Services	16	<ul style="list-style-type: none"> <li>• Digna Layne and Good Shepherd Services support Achievement First opening additional K-12 charters</li> <li>• Ms. Layne’s grandchild attended an AF school but ended up removing him in 3<sup>rd</sup> grade</li> <li>• Strongly believes that the AF and the charter school model in general is a great option for some kids and families</li> <li>• AF wasn’t a good fit for her family, because she wanted to partner more with the school on helping her grandchild succeed, but felt that the school was not open to a partnership</li> <li>• Since her grandchild is very active, she was asked to come into the school a lot to sit with her grandchild for extended periods of time and this isn’t feasible or sustainable for working parents.</li> </ul>
***Ronica Webb	Bedford Stuyvesant Community Partnership Program	16	<ul style="list-style-type: none"> <li>• Ronica Webb and Bedford Stuyvesant Community Partnership Program support Achievement First opening additional K-12 charters</li> <li>• Ms. Webb’s own daughter is in a charter school and while it is a good fit for the family, she realizes that it is not a one size fits all model. Aspects of the discipline policies, curriculum and being outcomes-driven may not work for everyone</li> <li>• Charter schools can better support their parents in supporting children with academics. Not everyone feels naturally equipped to do this, especially given the rigor in charter schools.</li> <li>• Charter schools can strike a better balance of empowering parents to advocate for their children while also being open to constructive criticism when there is room for growth (for the parent or the child)</li> </ul>
***Renee Muir & Carmen Worrell	Brownsville Multi Service Center	23	<ul style="list-style-type: none"> <li>• Renee Muir, Carmen Worrell and Brownsville Multi Service Center support Achievement First opening additional K-12 charters</li> <li>• Achievement First had extensive conversations with Brownsville Multi Service Center about AF’s schools and our intention to open three additional charters, both in person and over email.</li> <li>• When informed that Achievement First intends to apply for three additional K-12 charter schools, Ms. Muir responded “Congratulations! We look forward to continuing to work with you!”</li> </ul>

***Seidi Quinones	Hope Gardens Community Center	32	<ul style="list-style-type: none"> <li>Seidi Quinones and Hope Gardens Community Center support Achievement First opening additional K-12 charters</li> <li>Ms. Quinones thinks charter schools are a great idea as they create more options for parents in communities where they are located</li> <li>There are services that charters provide that DOE schools don't</li> <li>Parents need to be better informed of all the school options available, including charters</li> <li>Hasn't heard much about charter school co-locations, aside the challenge of shared space at IS 291 (231 Palmetto St., where MESA Charter HS is co-located)</li> </ul>
***Mickey Ronan-Gross	ACE Integration Daycare Center	32	<ul style="list-style-type: none"> <li>Mickey Ronan-Gross is supportive of Achievement First opening additional K-12 charters</li> <li>Ms. Ronan-Gross was enthusiastic about Achievement First opening additional K-12 charters. Although her feedback was limited, she was interested in submitting a letter of support for the applications, which can be found in Response 14c.</li> </ul>
***Raul Rubio	Bushwick CPP	32	<ul style="list-style-type: none"> <li>Raul Rubio and Bushwick CPP are supportive of Achievement First opening additional K-12 charters</li> <li>Mr. Rubio was enthusiastic about Achievement First opening three additional K-12 charters. Although his feedback on the applications was limited, he did want to submit a letter of support, which can be found in Response 14c.</li> </ul>
***Tracey Barnett	Jumpstart	16, 17, 23	<ul style="list-style-type: none"> <li>Tracey Barnett and Jumpstart are supportive of Achievement First opening additional K-12 charters</li> <li>Tracey Barnett was very enthusiastic about Achievements First's intention to apply for three additional K-12 charters.</li> <li>While she did not have specific feedback on the proposal, she did offer to submit a letter of support on behalf of Jumpstart, which is included in Response 14c.</li> </ul>
***Shanee Ross	Brooklyn College Early Childhood Development Center	23, 32	<ul style="list-style-type: none"> <li>Shanee Ross was very enthusiastic about Achievement First's intention to apply for three additional K-12 charters.</li> <li>Ms. Ross, who visited AF Brooklyn and University Prep High Schools in May, also offered that she hopes for additional AF high schools, as she would like for her son, who will be entering high school next year, to have access to an Achievement First high school</li> </ul>
***State Assembly Member Walter Mosley	District 57	16, 17	<ul style="list-style-type: none"> <li>State Assembly Member Mosley is supportive of Achievement First opening additional K-12 charters</li> </ul>

***Eva Gordon	East New York CPP	23	<ul style="list-style-type: none"> <li>Eva Gordon and East New York CPP are supportive of Achievement First opening additional K-12 charters</li> <li>Ms. Gordon and her colleagues at East New York CPP did not have specific feedback on Achievement First's applications to open three new K-12 charters. They did, however, have several questions about Achievement First's expansion, which we were able to answer for them. They wanted additional information on who else was informed about Achievement First's applications for new charters and where possible schools would be located.</li> </ul>
Paulina Davis	Advocates for Children of New York		<ul style="list-style-type: none"> <li>Ms. Davis's work focuses on how charters serve children with special needs (in terms of support services and disciplinary practices)</li> <li>She stated that great education is not just getting students from underserved backgrounds in the door during recruitment season, but also really strengthening school supports for SPED and ELL students. She emphasized the importance of making sure students get what they need and share these successes during recruitment.</li> <li>Some key questions she asked were: Are there enough SPED teachers? Does AF have eyes on emerging immigrant populations to know what language services families need?</li> <li>AF should ensure that families can actually be heard beyond the PLC structure.</li> <li>In representing families in issues of access and equity in school, ensure students at AF have access to a full, alternative day of instruction if they are suspended. This is what students are entitled at DOE schools.</li> </ul>
Julie Taylor	Brownsville Community Justice Center		<ul style="list-style-type: none"> <li>In her work in Brownsville, Ms. Taylor sees young people are too often disconnected to the education system so creating more education options that can reengage them would be better. There is definitely a need for more resources in the community, implemented in a responsible way.</li> <li>Some of her clients who were in charter schools have been pushed out due to discipline policies so she is mindful that this may be a recurring issue if interventions are not in place</li> <li>She wasn't aware that Achievement First was already in Brownsville; she only knew of ROADS Charter</li> </ul>
Mark Winston Griffith & Anthonine Pierre	Brooklyn Movement Center		<ul style="list-style-type: none"> <li>Brooklyn Movement Center organizes parents at traditional public schools in CSDs 16 and 17 but have not branched out to charter schools yet</li> <li>Mr. Winston Griffith and Ms. Pierre do not have opposition to Achievement First potentially opening charter schools in CSDs 16 or 17</li> <li>Their main question about Achievement First's application for additional charter schools was if the schools would be co-located and what that process would look like</li> </ul>

Amy Ellenbogen	Crown Heights Community Mediation Center		<ul style="list-style-type: none"> <li>• Several of Ms. Ellenbogen’s colleagues visited Achievement First schools in Crown Heights and were very impressed. The center has partnered with Achievement First on three different occasions provide workshops to help students cope with violence</li> <li>• There is a sense that Achievement First focuses on its own school culture and does not incorporate community culture enough in to the classroom</li> </ul>
Verna Ademu-John	Brooklyn Restoration Plaza		<ul style="list-style-type: none"> <li>• Ms. Ademu-John Most concerned about the relationship between charter schools and traditional public schools in Brooklyn.</li> <li>• She would like to see resources shared between schools so that all schools can improve.</li> </ul>
City Council Member Rafael Espinal	District 37		<ul style="list-style-type: none"> <li>• Council Member Espinal is familiar with Achievement First as he has visited AF Apollo school, located in the same building where he went to junior high, and has been invited to several AF school events</li> <li>• He is interested in knowing where the new schools will be sited and sees successful co-location as a very important component of his ability to support the new charter schools</li> </ul>
State Assembly Member Martiza Davila	District 57		<ul style="list-style-type: none"> <li>• While the Assemblywoman is wary of co-locations, she is open to discussing these arrangements early in the expansion process</li> <li>• She encourages charter school leaders in co-located spaces to build relationships with other school leaders in the building and to the extent possible, share resources with the other schools.</li> </ul>
City Council Member Laurie Cumbo	District 35		<ul style="list-style-type: none"> <li>• Achievement First had multiple interactions with Council Member Cumbo’s office, specifically her Chief of Staff. She is fully aware that Achievement First intends to open three K-12 charter schools.</li> <li>• Council Member Cumbo’s office received the survey and request for feedback. Her Chief of Staff promised a response to the questionnaire. To date, we have not received it. However, we have a strong relationship with her office and expect the responses from her, which we will take into account as we plan for additional charters.</li> </ul>
Michelle Etwaroo	Pratt Area Community Council		<ul style="list-style-type: none"> <li>• Ms. Etwaroo was informed of Achievement First’s intention to apply for three K-12 charters. While she did not have specific feedback, she looks forward to continuing to partner with Achievement First.</li> </ul>

#### 4. School Enrollment

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school, including:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade; and
- Average number of students per class; and
- Place an asterisk (\*) next to the grades in which the school would enroll new students.

Achievement First Charter School 10 will open in the fall of 2015, initially serving Kindergarten and 1<sup>st</sup> grade students. Achievement First Charter School 11 will open in the fall of 2016, initially serving Kindergarten and 1<sup>st</sup> grade students. Students entering kindergarten must turn five years old on or before December 31 of the year in which they matriculate in kindergarten. The plan at capacity is to serve approximately 732 students in grades K through 8, and then to expand to high school. As each school grows it will be subdivided into distinct academies: elementary (K-4), middle (5-8), and high school (9-12). Enrollment in the first year will consist of 90 Kindergarten and 90 1<sup>st</sup> grade students. We anticipate there will be three sections of both Kindergarten and 1<sup>st</sup> grade with an average of 30 students per class (with two teachers per classroom). As our students progress from one grade to the next we expect there will be some natural attrition as students move away from the community, and we intend to fill all available seats to maintain consistent enrollment across grades and year to year. We believe deeply in the role of AF schools as exemplars in public education, and if we do not replace students who leave with new students from the community, we cannot truly say that we are serving the same population as our district peers. This policy will apply to all schools in the education corporation, including Achievement First Bushwick.

For the second year of the schools only, we will enroll 85 Kindergarten students and anticipate enrollment of 83 for 1<sup>st</sup> grade and 82 for 2<sup>nd</sup> grade, because of attrition from families leaving the neighborhood. In grades K-2, AF Charter Schools 10 and 11 will have three sections with an average of 30 students per class. Two teachers will be assigned to each classroom so the student/teacher ratio will be 15:1. Once students reach 3<sup>rd</sup> and 4<sup>th</sup> grade, there will no longer be two teachers per classroom (except for one CTT classroom per grade); however, there will be four sections of reading and math to allow for a lower average class size (23) for these core subjects. The total enrollment for each grade in the first five years is captured in the chart below.

#### Enrollment: AF Charter School 10

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans 2026-2027
*K	5	90	85	90	90	90	90
1	6	90	83	90	90	90	90
2	7		82	92	92	92	92
3	8			92	92	92	92

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans 2026-2027
4	9				92	92	92
5	10			92	92	92	92
6	11				92	92	92
7	12					92	92
8	13						92
9	14						59
10	15						55
11	16						51
12	17						47
Ungraded							
<b>Total Students</b>		180	250	456	640	732	1036
<b>Classes Per Grade</b>		3	3	3	3	3	3
<b>Average Number of Students Per Class</b>		31	30	29	28	27	27

### AF Charter School 11

Grades	Ages	Number of Students					
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	School Plans 2027-2028
*K	5	90	85	90	90	90	90
1	6	90	83	90	90	90	90
2	7		82	92	92	92	92
3	8			92	92	92	92
4	9				92	92	92
5	10			92	92	92	92
6	11				92	92	92
7	12					92	92
8	13						92
9	14						59
10	15						55
11	16						51
12	17						47
Ungraded							
<b>Total Students</b>		180	250	456	640	732	1036
<b>Classes Per Grade</b>		3	3	3	3	3	3
<b>Average Number of Students Per Class</b>		31	30	29	28	27	27

For existing charter school education corporations seeking authority to operate additional school(s), provide a separate additional charter and information including:

- Total number of students to be served by the education corporation in each grade (assuming the authority to operate the additional schools (s) is granted; and
- Total number of enrolled students attending schools of the education corporation for each year of the charter term of the new school (which may assume renewal of the existing school); and any differences in eligible or minimum age in the same grades between schools.

Enrollment at AF Charter Schools 10, 11, 12, AF Bushwick, and AF Linden will remain separate in grades K-8. We expect to apply for an expansion of grades to serve grades 8-12 at both of these schools, via the renewal process. The overall enrollment plan for the two charters under the AF Bushwick Education Corporation is shown in the table below:

### Enrollment: AF Bushwick Education Corporation

(AF Bushwick Charter School, AF Linden Academy Charter School, AF Charter Schools 10,11,12)

Grades	Ages	Number of Students						
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Year 6 2020-21	School Plans 2025-2026
K	5	270	360	360	360	360	360	636
1	6	270	360	360	360	360	360	636
2	7	184	276	368	368	368	368	640
3	8	92	184	276	368	368	368	640
4	9	92	92	184	276	368	368	641
5	10	184	184	276	460	460	460	460
6	11	92	184	184	276	460	460	460
7	12	92	92	184	184	276	460	460
8	13	92	92	92	184	184	276	276
9	14	56	173	176	176	176	176	176
10	15	52	52	164	164	164	164	164
11	16	51	48	51	152	152	152	152
12	17	31	47	47	47	140	140	140
Ungraded		270	360	360	360	360	360	636
<b>Total Students</b>		<b>1558</b>	<b>2144</b>	<b>2720</b>	<b>3373</b>	<b>3834</b>	<b>4110</b>	<b>5479</b>
Classes Per Grade		3	3	3	3	3	3	3
Average Number of Students Per Class		31	30	29	28	27	27	27

## 5. Curriculum and Instructional Design

### (a) Curriculum Selection and Processes

The 2014-15 school year will mark the fourth year of Achievement First's initiative to revamp its curriculum and instruction to meet the rigorous learning expectations embodied in the Common Core State Standards ("CCSS"). The first two years of this initiative are explained in the Curriculum & Instructional Design program incorporated by reference in this proposal. This response describes progress and learnings from the 2013-14 school year, as well as plans to complete the curriculum alignment in 2014-15.

Over the course of 2013-14, Achievement First has worked closely with national experts in each core content area to design standards-aligned curriculum resources that help teachers plan great lessons. These experts include:

- David Liben, Senior Content Specialist, Literacy and ELA, Student Achievement Partners (ELA)
- The Charles A. Dana Center (mathematics)
- BSCS (science)
- Tim Kiern, CollegeBoard advisor and California State University professor (social studies)
- The Achievement Network (math & ELA assessments)

The consensus among these and other experts is that currently there are limited proven national models for Common Core-aligned curriculum resources, and that one of the reasons for this is that good curriculum development is inherently an iterative, cyclical process rather than a linear one. Simply adapting existing textbooks to superficially align with the language of the CCSS does not reflect the magnitude of the shifts required by the Common Core. Achievement First's strategy in the second two years of our Common Core alignment initiative is dedicated to developing truly CCSS-aligned, teacher-friendly resources that help teachers engage intellectually with rigorous content while planning engaging lessons for scholars.

By the start of 2013-14, all ELA and math courses at Achievement First had Common Core-aligned materials, including scope & sequences, unit plans, and sample lesson plans, all shared on the BetterLesson platform. During 2013-14 (and continuing in 2014-15), these materials have been piloted across New York schools. Stipended teachers known as "Curriculum Fellows" (formerly "lead planners") have worked with network staff to refine and improve these materials based on the experience of using them, with the guidance of the experts listed above. The Curriculum Fellow model is designed to allow the curriculum development process to be agile and responsive to teacher needs. The Curriculum Fellow model is the evolution of the "shared planning" initiative described in the AF Brooklyn Academy charter proposal, and while it retains the same basic structure, the role and training of Curriculum Fellows has been expanded so that they not only produce materials, but also lead content-specific training at their schools and during network-wide professional development.

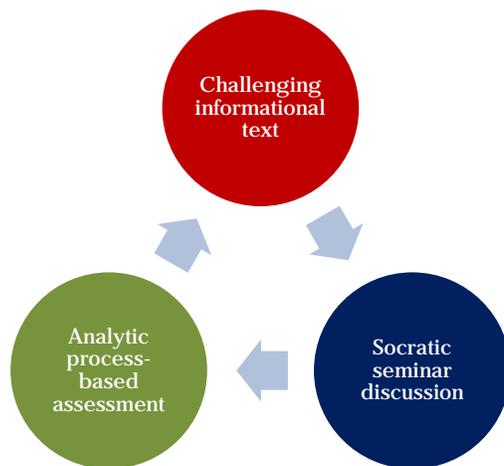
First and foremost, this strategy enables AF to focus on developing and supporting our best teachers to be dynamic curricular and instructional leaders. The Curriculum Fellow role places our best teachers at the forefront of learning about new standards and shifting instructional practices. This focus on curriculum development positions them to be instructional leaders for both the network and their

school sites. Building a strong cadre of curricular and instructional leaders enables AF to collaboratively build great instructional resources and to deliver intellectually-engaging training.

This system creates a seamless feedback cycle that includes national content experts, network level experts, and classroom teachers to continually improve curriculum resources. It uniquely positions AF to generate excellent, teacher-proven, Common-Core aligned curriculum that will ultimately be shared “open source” for any teacher in the country to access.

Middle school has been a particular area of focus in this process. While middle school achievement in math has historically been relatively strong, achievement in ELA has been far too low, which has been made even more clear through the Common Core transition. In addition to the core elements of the academic program that are incorporated by reference, there are two additional programs that are specifically designed to prepare middle school scholars for rigorous high schools and increasing achievement for at-risk adolescents.

First, in 2013-14 Achievement First middle schools piloted the a new approach to writing modeled on (and aligned to) the AF high school “process based assessment,” which is a systematic approach to developing analytical, evidence-based skills in reading, writing, and thinking. This approach, in which assessment and instruction are entirely integrated, is summarized in the diagram below.



In this cycle, students read challenging informational texts, and then explore these texts in Socratic seminar discussion. Having explored new content through the text and pushed their thinking in structured discussion with peers, scholars complete analytical essays to make evidence-based arguments about the subject matter. The middle schools will use the AF Analytical Writing Rubric, which is vertically aligned from grades 5-12, based on reviews of student writing from the top public and private high schools in the country, College Board materials, and AP exam rubrics. It is designed to norm expectations across all middle school teachers for the level of rigor necessary to compete with succeed in rigorous high schools. The rubric assesses student writing on the complexity and logic of argumentation, the use of evidence, the quality of language, and the scholar’s process of revision and

publishing. Students complete a process-based assessment cycle every three weeks in history and literature, and the evaluation of their analytical essay guides their learning goals for the next cycle.

Second, our middle schoolers will participate in the First Generation Initiative (“FGI”), a mentoring program designed to support students who are the first in their family to go to college. We estimate that approximately 85% of our students will be first generation college students, and research shows that lowered educational expectations for these students begin as early as middle school,<sup>1</sup> and that they often need additional support to get to and through college. FGI is spearheaded by Achievement First Chief External Officer Chastity Lord, creator of National Proof Point Day (a celebration of first generation college students and graduates) and former regional Vice President for the Posse Foundation (a noted college persistence organization). FGI recruits mentors, who are themselves first generation college graduates, to work with small groups of students to strengthen the character traits necessary to succeed in college and college-preparatory high schools. In addition to building relationships and serving as role models (both of which are research-supported practices for building resilience in young people), the FGI mentors accompany first generation AF students on college and workplace visits. The FGI mentors, as adults who are neither parents or teachers, are uniquely able to help students make connections between the high expectations of Achievement First middle schools and the long term life goals the students hope to achieve. The mentors’ life stories serve as invaluable inspirations and models for adolescents to take responsibility for their own learning and personal trajectory.

(b) Assessment System

In the Achievement First model, assessment is deeply integrated with curriculum and instruction, which means that the much of the curriculum design process described above also applies to the continuing refinement of Interim Assessments (“IAs”). Because the PARCC assessments have not yet been implemented in New York or field tested, there are no clear national models for Common-Core aligned formative assessments. Achievement First is partnering with The Achievement Network (“ANet”), a leading creator of formative assessments, to jointly refine and improve ANet’s assessments in ELA and math. This partnership allows AF experts to inform ANet assessments from a curriculum and instruction lens (specifically, ensuring that assessment items are providing teachers with actionable diagnostic information about student performance relative to Common Core standards), while ANet focuses on the technical aspects of assessment development. Informed by the curriculum feedback cycle described above, this assessment development model has positioned Achievement First to continue its national leadership in data-driven instruction and curriculum.

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<sup>1</sup> Balemian, K. and J. Feng (2013) “First Generation Students: College Aspirations, Preparedness and Challenges.” Presentation from the July 19, 2013 College Board AP Annual Conference. Accessed electronically July 1, 2014. <https://research.collegeboard.org/sites/default/files/publications/2013/8/presentation-apac-2013-first-generation-college-aspirations-preparedness-challenges.pdf>

## 6. Calendar and Schedules

### (a) School Calendar

Provide the following

- The first and last day of school for the opening school year.
- The total full days of instruction for the school year.
- The total days and/or hours of professional development for teachers.
- The total family conference days for the school year.
- The total days of supplementary programming (e.g. summer school).

The academic school year at Achievement First Charter 10 will begin on August 17, 2015, and run through June 19, 2016. Achievement First Charter 11 will begin on August 17, 2016, and run through June 23, 2017. While our school calendar shares nearly all vacations and holidays with the New York City Public Schools, because of our early start, we have at least 185 instructional days. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them. Based on the number of students who need additional support, the school will decide annually whether or not to hold summer school.

All new teachers will report to school in July for two weeks of teacher training. In total, we provide 28 paid professional development days over the course of the year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. The school's academic year is divided in three trimesters. Parents receive progress reports mid-way through each trimester and report cards at the conclusion of each trimester and have three opportunities to participate in family conference days throughout the year (12 hours). A sample school calendar for 2014-15 is included below indicating key milestones over the course of the year, and the 2015-16 and 2016-17 calendars will use the same model. The total number of instructional days, as well as the total number of days teachers are required to attend, are summarized in the table below.

Days-of-School Counts		
Month	Student	Teacher
July	0	10
August	12	20
September	18	18
October	20	22
November	17	18
December	15	16
January	20	21
February	14	15
March	20	21
April	16	17
May	21	21
June	13	18
<b>TOTAL</b>	<b>186</b>	<b>207</b>

**2014-15 School Year Calendar:**

**AUGUST**

**20** First day of school (possible orientation day); half-day with afternoon PD

**21** First day of school for all scholars Beg. Trim. 1

**SEPTEMBER**

**1** Labor Day (No school for scholars)

**2-19** BOY DRP Window

**25- 26** Rosh Hashannah (FYI)

**OCTOBER**

**3** Day of Practice #1 NY

**6-21** BOY MPG Testing

**13** Columbus Day (No school for scholars)

**14-17** IA #1 Testing Window

**22** 100% Data Upload (IA, Baseline & Cycle 1 F&P/STEP, BOY MPG)

**23** Midpoint Trimester 1

**27** Data Day #1

**NOVEMBER**

**4** Election Day (FYI), Progress Report Night (Half day for scholars)

**11** Veterans Day (FYI)

**17** Day of Practice #2 NY

**26** Early Dismissal for scholars; End Trim. 1/Beg. Trim. 2

**27- 28** Thanksgiving Break

**DECEMBER**

**1-3** MOY DRP Window

**2-5** IA #2 Testing Window

**10** 100% Data Upload (IA, Cycle 2 F&P/STEP)

**15** Data Day #2

**22- 31** Winter Break (No school for scholars)

**JANUARY**

**1 - 2** Winter Break (No school for scholars)

**12 - 16** MOY STAR Assessment Window

**19** Martin Luther King Jr. Day (No school for scholars)

**23** Midpoint Trimester 2

**30** Day of Practice #3 NY

**FEBRUARY**

**2-13** MOY MPG Testing Window

**6-7** School Leader Summit

**10-13** IA #3 Testing Window

**16** Presidents Day (No school for scholars)

**17-20** February Break (no school for scholars)

**25** 100% Data Upload (IA, Cycle 3 F&P/STEP, MOY MPG)

**27-28** School Leader Summit Make-up Date

**MARCH**

**2** Data Day #3 (Weather Makeup Day)

**6** End Trimester 2/Beginning Trimester 3

**12** Progress Report Night (Half day for scholars)

**16** Day of Practice #4 NY (Weather Makeup Day)

**APRIL**

**1** 100% Cycle 4 F&P/STEP Data Upload\*

**3** Good Friday (No school for scholars)

**6-10** Spring Break (No school for scholars)

**14- 16** NYS ELA Test - Grades 3-8

**22- 24** NYS Math - Grades 3-8

**MAY**

**1** Midpoint Trimester 3

**14- 15** Principal Retreat

**20- 29** NYS Science - Grade 4 & 8 Performance

**25** Memorial Day (No school for scholars)

**26-29** EOY MPG Testing

**JUNE**

**1** NYS Science - Grade 4 & 8 Performance

**1-5** EOY MPG Testing; EOY DRP Testing

**8** School site PD (Weather Makeup Day)

**1-12** EOY Testing Window

**16** 100% Data Upload (EOY Assessment, F&P/STEP, EOY DRP, EOY MPG)

**19** Last Day of School for scholars (early dismissal)

**19** End Trimester 3

**22** School Wrap-Up Day (Weather Makeup Day)

**(b) School Schedule**

Provide the following:

- The school start and end times.
- The total hours of core academic instruction per day.
- Time committed to non-instructional activities per day.
- Include the total number of instructional days and/or hours for the school year.

The school day for the new schools will run from 7:30 a.m. to 4:00 p.m. Monday through Thursday. On Friday, the school day for students will end at 1:50 PM to allow teachers adequate time for collaborative planning and professional development. Teachers have additional collaborative planning time during lunch and specials periods. Teachers use collaborative planning time for multiple purposes. These include reviewing student work together, reviewing assessment results to determine reading groups, norming of behavioral expectations and planning school culture builders, and collaborative unit planning. Grade team leaders set the agenda for collaborative planning meetings with significant input from academic deans and deans of students. The extended school day and year provide a significant number of additional hours of instruction during each school year. Moreover, our intensive focus around literacy and mathematics will ensure that our students have the very strong fundamental skills necessary to tackle challenging, higher level material. The following schedules show an emphasis on the core ELA (reading and writing), math, science, and social studies. The school is committed to having all students meet and exceed rigorous standards in these areas. In addition, the school is committed to providing rich instruction in the arts, health, career development, and languages other than English.

This proposed schedule is based on the schedules that at AF Aspire Charter School, AF Crown Heights Charter School, AF East New York Charter School, AF Endeavor Charter School, AF Bushwick Charter School, AF Brownsville Charter School, and AF Apollo Charter School. Using these six schools as examples, we have found that abbreviated Friday schedule is essential to our model. Because we clearly outline the daily schedules and requirements of parents during our application period, family chats, and one-on-one conversations with parents, we have found that the abbreviated Fridays can be accommodated by our families. At existing Achievement First academies, parents have been very satisfied with our program, and have worked to make alternate arrangements to accommodate the daily school schedule, including the shortened Friday schedule.

**Elementary (K-4) Core Instructional Time**

	Average Daily Instructional Hours	Total Instructional Hours per Week
English Language Arts	3	12.8
Math	1.25	5.8
Science	.75	4
Social Studies	.75	4
Specials	.75	4

**Middle (5-8) Core Instructional Time**

	Average Daily Instructional Hours	Total Instructional Hours per Week
English Language Arts	3	14.1
Math	1.7	7.5
Science	.75	4
Social Studies	.75	4
Specials	.75	4

On the following pages you will find schedules for our proposed elementary and middle school academies, for both students and teachers.

## Sample Elementary Schedule

**KEY:**

Teacher A	Teacher B
Intern	Specials Teacher

	Student Schedule				Teacher Schedule
7:15-7:40	Break / AM DEAR	Intervention		AM help (hallways)	breakfast / AM DEAR
7:40-7:55	AM Routine / Msg	Homework Check			AM Routine / Msg
7:55-8:10	Vocabulary				Vocabulary
8:10-8:57	Core Reading Program / Skills or 2nd Hist/Sci	Core Reading Program / Skills or 2nd Hist/Sci		Help with Reading Blocks	Core Reading Program / Skills
8:57 - 9:44	Guided Reading	Individual Reading	Computers (and ind. Work)	Help with Reading Blocks	Guided Reading
9:44 - 9:56	Snack	Snack		Bathrooms	Snack
9:56-10:43	Reading Class	Computers (and individual Work)	Guided Reading	Help with Reading Blocks	Guided Reading
10:43 - 11:30	Computers (and individual Work)	Reading Class	Reading Class	Help with Reading Blocks	Reading Class
11:30 - 11:45	Spelling / Handwriting				Prep
11:45 - 11:50	Transition	Transition			Transition
11:50-12:32	Lunch / Cooperative Play	Lunch / Cooperative Play			Prep
12:32 - 12:37	Transition	Transition			Transition
12:37 - 1:24	2nd History / Science	History / Science			Prep
1:24-1:47	Math Meetin	Math Meeting			Math Meeting
1:47-2:34	Math	Math			Math
2:34 - 3:21	Grammar / Writing	2nd Grammar / Writing			Grammar / Writing
3:21 - 3:56	Specials		intervention		Prep
3:56-4:05	Pack / End of Day Message	Pack/ End of Day Message			Pack/ End of Day Message
4:05-4:10	Dismissal	Dismissal			Dismissal

## Sample Middle School Schedule

**Key:**

Reading Teacher
Math Teacher
Science Teacher
History Teacher
Learning Specialist
Intern
Specials Teacher

	Student Schedule	(additional help)	Teacher Schedule
7:15 - 7:40	Breakfast, Key Messages (and bathroom)		Prep
7:40 - 7:45	Transition to Class		Transition
7:45 - 8:33	Reading	CTT or SETSS	Read
8:33 - 8:35	Transition to Class		Transition
8:35-9:23	Reading	CTT or SETSS	Read
9:23-9:33	BREAK / Key Messages (and bathrooms)		Break
9:33-9:35	Transition to Class		Transition
9:35-10:23	Specials (and bathroom)	Intervention	Prep
10:23-10:25	Transition to Class		Prep
10:25-11:13	Science	Mathematics	Prep
11:13-11:18	Transition to Lunch		Prep
11:18-11:43	LUNCH (and bathroom)		Prep
11:43-11:48	Transition from Lunch to Class		Prep
11:48-12:36	History	2nd History	Intervention
12:36-12:38	Transition to Class		Transition
12:38-1:26	Writing	CTT or SETSS	Prep
1:26-1:28	Transition to Class		Prep
1:28-2:06	Book Club	Fluency Intervention	Intervention
2:06-2:08	Transition to Class		Transition
2:08-3:06	Math	2nd Math	Read
3:06-3:08	Transition to Class		Transition
3:08-3:56	Math	2nd Math	Read
3:56-4:05	Pack up & Dismissal		Transition
4:05-4:48	After-School (Interv, Enrich, Study Hall)	Intervention	Prep
4:48-5:03	Dismissal / Transition to Detention		Prep
5:00-5:43	Detention		Prep
5:43-5:48	Detention Dismissal		Prep



As these schedules illustrate, the teaching day includes substantial time for planning and collaboration, which we believe are essential ingredients for excellent instruction. The Friday afternoon professional development time, from 2pm to 5pm, ensures that all teachers have sufficient time for training, data analysis, grade and department meetings, and planning, and collaboration on a weekly basis. Reflecting our core value that "Teachers are Platinum," AF Charter School 10 and 11 teachers will have minimal duties outside their core teaching responsibilities, so that they can invest their extremely valuable time in academic preparation.

## 10. Organizational Chart

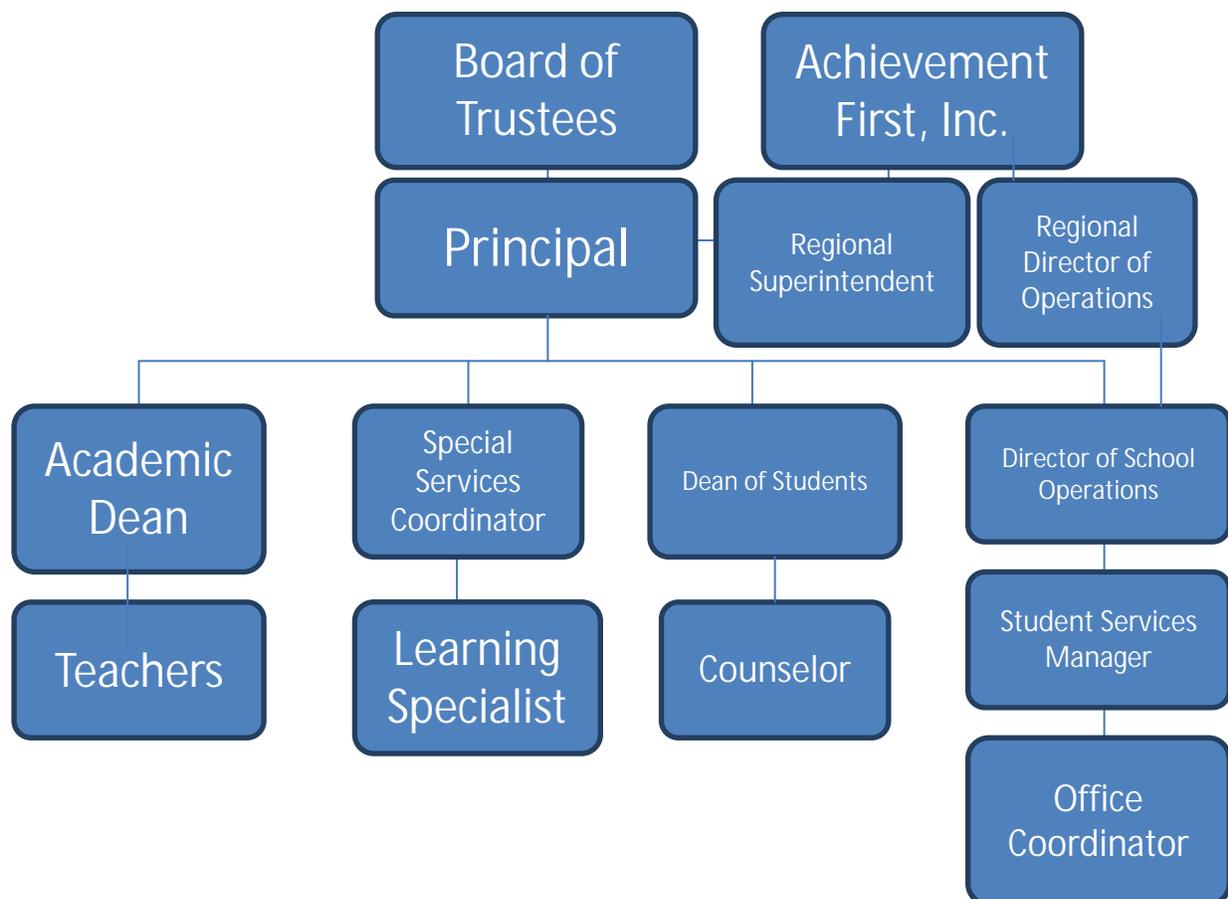
Provide an organizational chart for the individual school for at least the first and fifth years of operation and a narrative description of the charts.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should not duplicate the information in the Staffing Chart narrative, immediately below.

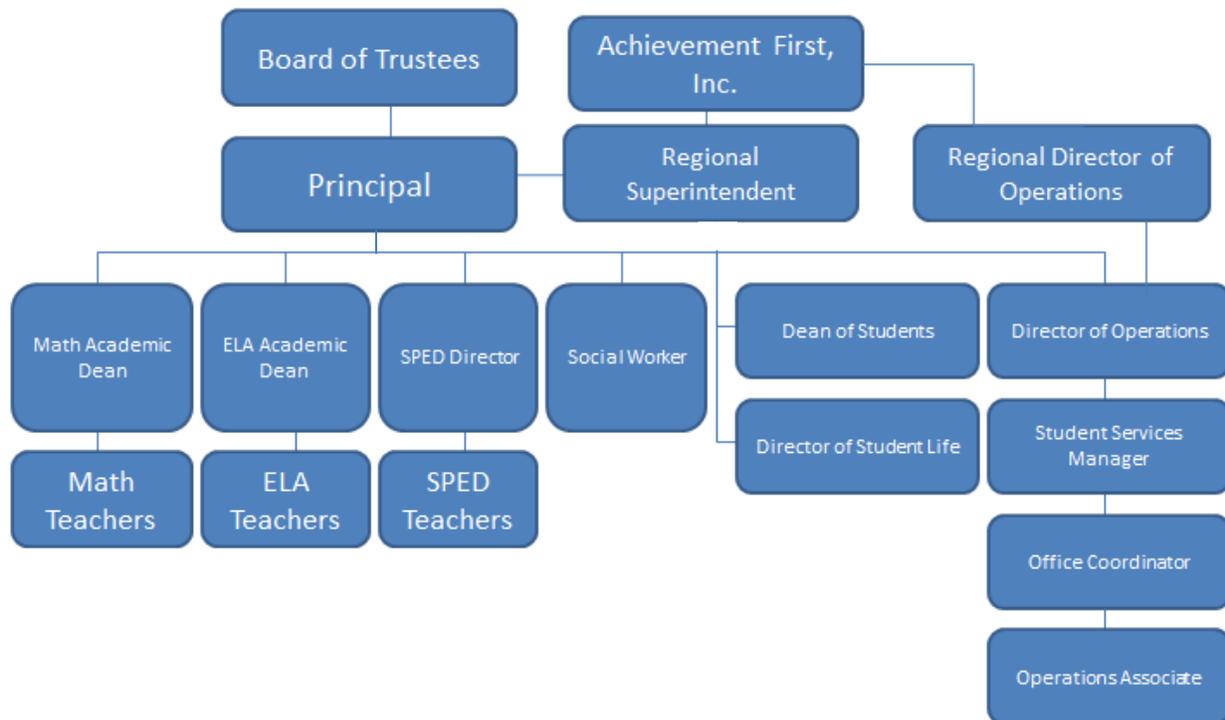
### Achievement First Brooklyn Academy Organizational Chart (each academy)

The following organizational charts show the structure and reporting lines within each academy for the first and fifth year of operation. Each academy will function largely as its own school. Because the elementary, middle, and high school academies will constitute a single feeder pattern, the principals will work closely together to ensure the vertical articulation of the academic program, and the coherence of school culture and other systems.

#### YEAR ONE ORGANIZATIONAL CHART



### YEAR FIVE ORGANIZATIONAL CHART



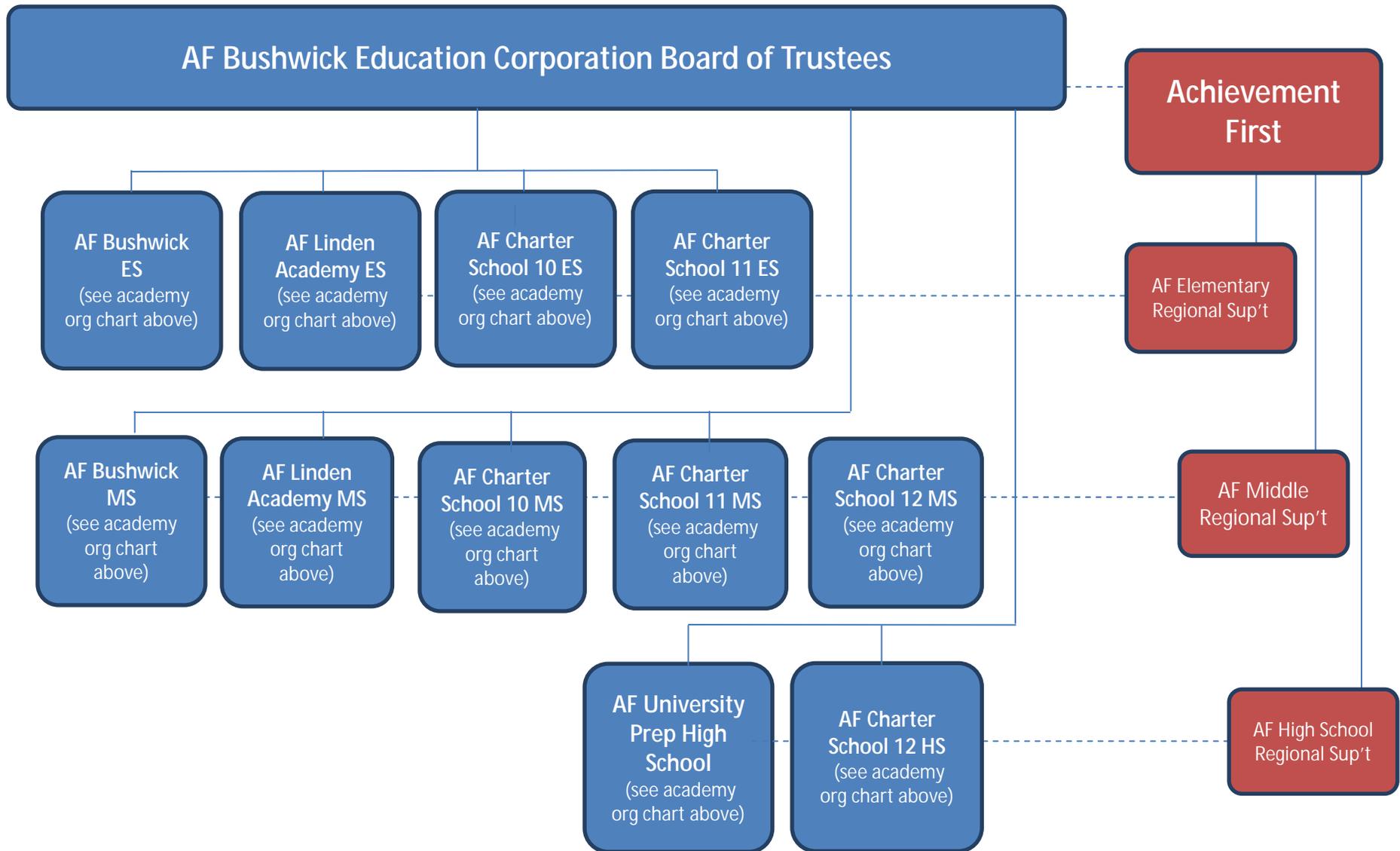
The organizational charts have been designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The same basic organizational structure will apply to both the middle and the elementary academies. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

In Year One, leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator). Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

This organizational structure is designed to allow individuals to specialize in what they do best. The Board reviews the principal based on a comprehensive, expert evaluation written by the regional superintendent. This structure allows the Board to focus on evaluating results and vetting the rigor of the process carried out by the regional superintendent, while avoiding inappropriate involvement with day-to-day managerial details. It also ensures that the principal is able to access day-to-day support and guidance. All operations functions are supervised by the director of school operations, allowing the principal and deans to focus on the academic program. The DSO is able to participate as a member of the school leadership team, while accessing support from the network regarding operational issues. Experience across the Achievement First network has shown that this structure, by clearly delineating the supports and accountabilities for each position, leads to the highest functioning schools.

### **Charter Corporation Organizational Chart**

The organizational chart below shows the relationship of the academies under the Board of Trustees. While the principals are ultimately accountable to the Board of Trustees, day to day supervision of the principals and the execution of the annual review will be carried out by Achievement First regional superintendents (two for elementary, two for middle). This structure ensures: 1) Clear day-to-day lines of accountability, with principals reporting to and being coached by Achievement First regional superintendents; 2) Clear accountability of Achievement First to the Board of Trustees, via Regional Superintendent reports to the Boards; 3) A clear division between governance (focused on outcomes, policy, and strategy) and management (day-to-day execution of the academic program and school operations). As described further in Response 13, this structure has been designed in close collaboration between the Board and Achievement First specifically to clarify and reinforce lines of accountability. Ultimately, the Board contracts with Achievement First to provide a set of supports and services that deliver a set of ambitious student outcomes. This structure ensures management autonomy within the parameters set by the Board, while positioning the Board to evaluate the effectiveness of the management services provided by Achievement First.



## 11. Personnel

### (a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

Staffing Chart: AF Charter 10 and 11					
	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	K- 1	K-2	K-3,5	K-6	K-7
<b>Enrollment:</b>	180	250	456	640	732
<b>Position</b>					
Principal	1	1	2	2	2
Deans, Directors and Coordinators	2	3	5	6	6
Operation/Business Manager	1	1	1	1	2
Administrative Staff	2	3	3	3	4
Teachers-Regular	12	18	24	28	34
Teachers-SPED	2	3	4	6	8
Specialty Teachers	1	2	3	3	4
Aides	2	3	4	5	6
Therapists and Counselors	1	1	2	2	2
<b>Total</b>	24	35	48	56	68

The staffing plan for Achievement First Charter 10 and 11 is designed to ensure that scholars receive the level of excellent instruction, in every classroom every day, required to get them to and through college. In grades K-2, all classrooms will have two teachers, allowing the flexibility to differentiate instruction and provide interventions to help students read at grade level by the time they enter 3<sup>rd</sup> grade. The academic leadership team at each academy is structured to ensure that teachers have the support they need to provide excellent instruction and interventions: the principal is responsible for the overall vision and strategic guidance for the academic program and school culture, allowing the academic deans to focus on high quality execution. Similarly, the dean of students is responsible for the execution and refinement of school culture and behavior systems. In year three of operation, a second academic dean will be added at each academy to ensure that instructional leadership responsibilities can be effectively distributed. The school operations team is designed to take all non-academic tasks off the plates of the principal and deans, so that they can dedicate their full time and energy to the supporting an excellent academic program. The overall staffing structure for the education corporation, including AF Bushwick Charter School, is detailed in the table below.

Staffing Chart: AF Bushwick Education Corporation						
	Number in Position					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grades Served:</b>	K-12	K-12	K-12	K-12	K-12	K-12
<b>Enrollment:</b>	1,558	2,144	2,720	3,373	3,834	3926
<b>Position</b>						
Principal	6	8	11	11	11	11
Deans, Directors and Coordinators	21	29	43	48	50	50
Operation/Business Manager	6	8	11	11	11	11
Administrative Staff	16	21	29	33	36	36
Teachers-Regular	124	163	275	319	346	348
Teachers-SPED	22	29	35	42	50	52
Specialty Teachers	10	16	20	20	20	20
Interns, Aides,	20	27	41	46	50	50
Therapists and Counselors	11	15	21	24	24	24
<b>Total</b>	<b>236</b>	<b>316</b>	<b>486</b>	<b>554</b>	<b>598</b>	<b>602</b>

(C) School Leadership and Management Structure

**Priority Setting and Decision Making**

We believe that in order to be successful getting every scholar to and through college, the Achievement First Charter 10 and 11 principals will need both the power to lead and the power of the network. Within the parameters set by exceedingly clear outcomes, principals must have the autonomy to make decisions that best serve their unique student populations and best leverage the strengths of their teams. At the same time, principals must adhere to a set of shared practices that allow every school to derive the most benefit from network resources. As a part of the Achievement First network, school leaders have extensive exemplars and guiding documents to help design crucial systems, and have the opportunity to directly share practices with each other at school leader summits.

Priorities at Achievement First Charter 10 and 11 will be driven by the clear and measurable targets in the AF Report Card. These targets include grade and subject level targets across subjects (designed to meet and exceed accountability plan goals), culture and character indicators, financial targets, and operational metrics. Starting with baseline data, the principals will set three-year goals for gap-closing performance and organizational excellence, as measured by the AF Report Card. Each summer, the leadership teams from each academy will work closely with their respective regional superintendents to set three to five annual priorities, accompanied by specific tactics and owners for each tactic. For example, a principal might prioritize a 10-point increase in grade 5 ELA proficiency, and define tactics like “establish culture of daily homework redo on writing tasks” and “double up on weekly coaching for 5<sup>th</sup> grade teachers.”

These priorities then drive goal setting and tactics for grade level and subject areas, led by academic deans and grade team leaders. The priorities also drive the creation of “readiness plans” which drive

high quality execution of core school systems. The expectations for what these systems need to deliver are the same across the network, but how the systems are designed and executed will be determined by each school's leadership team (provided that the systems are clearly defined and documented in detail). Readiness plans cover the following areas:

- **School Culture** (e.g. student investment plan & calendar, family agreements & family engagement plan, after school enrollment plan, etc.)
- **Reading** (e.g. reading program overview, clear goals and supports for total amount of time spend reading, rubrics that define the "Fundamentals of Instruction," August reading training plan, etc.)
- **Academic Program** (e.g. grading expectations & plan for norming across teachers, lesson & unit planning expectations, etc.)
- **Teacher Development** (e.g. August training sequence of aims & agenda, coaching plan, PD calendar, new teacher support program)
- **Intervention & Special Education** (e.g. intervention programs & clearly defined triggers, special education program design, etc.)
- **Strong Management** (e.g. clearly defined roles & responsibilities, learning plans for deans, check-in protocols, weekly memo format & process)

Planning on this scale is made possible by extensive resource sharing and coaching from regional superintendents, and because the annual calendar begins the planning process for the upcoming year in early spring. The experience across Achievement First schools has been that this investment in planning and system building is well worth it. With clearly defined priorities and thoroughly planned systems, decision making and execution becomes much more efficient, especially when unexpected situations present themselves.

### **Relationship with Achievement First Network Support Staff**

Achievement First network support has been designed from the ground up to provide the supports and services necessary to help Achievement First schools to get every student to and through college. The specific services provided and responsibilities of Achievement First are detailed in Response 14(a). Per the Academic & Business Services Agreement, the Board delegates the day-to-day supervision of the principal to an Achievement First Regional Superintendent, who serves as coach, thought partner, and evaluator (in partnership with the Board) for the principal. A similar relationship exists between the director of school operations and the regional director of operations (RDO). The RDO co-manages the DSO (with the school principal), and serves as a coach and problem-solver. All other Achievement First Network Support staff provide services to the schools that are designed to help leaders and teachers focus on excellence in teaching and learning. These include direct academic services, like curriculum development and targeted trainings, and back office supports like compliance assistance, financial oversight, and facilities support. Each Network Support team is evaluated twice annually on the value of the services it provides to schools, and on the effectiveness of its communication with schools about these services.

### **Evaluation**

Formal evaluations of school leaders are carried out through the Professional Growth Plan (PGP) process, which is designed both to capture progress toward measurable goals and establish concrete learning plans to continually improve performance. The PGP for the principal is completed by the regional superintendent, and then reviewed and accepted by the Board of Trustees. The principal completes a PGP for each member of the leadership team. The school leader PGP is organized according to the leadership competencies described above, and includes both a self-evaluation and a manager evaluation portion. These evaluations draw on quantitative and qualitative data from:

- Student achievement results
- Survey of direct reports & peers (360° survey)
- External evaluations (e.g. authorizer reports)
- Observation days with manager
- Informal review
- Document review (e.g. Family Handbook, readiness plans, PD agendas, data analysis samples)

The PGP process begins in January, and is completed in March when the regional superintendents present the evaluation and learning plan to a Board subcommittee. A completed PGP is typically 20-30 pages long, and provides extremely detailed feedback along with actionable steps for continued professional growth. The significant time & energy we invest in the PGP process is a reflection of the importance we place on the continuing pursuit of excellence in leadership.

#### (d) Staff Recruitment, Retention and Input

### Principals

Great teaching is the single biggest in-school factor that drives student learning and achievement<sup>1</sup>. We believe that the best way to support, develop, and retain great teachers is with excellent leadership. The Board recognizes that the right founding principal is essential to the success of a new school, and for this reason has scrutinized Achievement First's leadership development practices and principal pipeline to ensure that multiple excellent candidates are available. There are two drivers of the need for enhanced principal preparation: first, as a growing network, Achievement First faces the challenges posed by a nationwide shortage of principal candidates with the skills and mindsets necessary to lead breakthrough student achievement<sup>2</sup>. Additionally, in recent years not all Achievement First successor principals—those who are hired to lead an existing school—have remained in their roles for five years, which is the minimum requested commitment for new principals. As a result, the need for successor principals has been greater than anticipated. To meet these parallel challenges, Achievement First has refined its leadership development practices to ensure that it is able to hire and develop the excellent principals necessary to lead gap-closing schools. Broadly, these strategies fall into two overlapping categories: expanding the pipeline, and strengthening succession.

#### *Expanding the Pipeline*

A strong principal pipeline begins in the classroom with excellent teachers, and then supports these teachers to develop, over the course of several years, the leadership and management skills necessary

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<sup>1</sup> Hanushek, Eric. "The Economic Value of Higher Teacher Quality." *Economics of Education Review* 30.3 (2011): 466-479.

<sup>2</sup> New Leaders for New Schools. "Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnaround." 2009. *New Leaders for New Schools*. 26 6 2012 <[http://www.newleaders.org/wp-content/uploads/2011/08/principal\\_effectiveness\\_executive\\_summary\\_nlns.pdf](http://www.newleaders.org/wp-content/uploads/2011/08/principal_effectiveness_executive_summary_nlns.pdf)>.

to be a successful Achievement First principal. AF has established a broad base of future school leaders candidates through its Teacher Leadership Fellows program. These Fellows are full time classroom teachers who participate in a yearlong cohort training process designed to prepare them to take increased leadership. The Fellows reflect on and “workshop” leadership dilemmas together, and carry out leadership projects at their schools. **There are 137 current or alumni Leadership Fellows in the network.** Of these:

- 42 have become deans
- 9 have become principals
- 4 have become network support directors
- 5 will be new deans in the 2013-14 school year.

Additionally, 21 Leadership Fellows have earned the status of Stage IV Distinguished Teachers, the highest rating currently possible in the AF Teacher Career Pathway. This designation indicates demonstrated, measurable excellence in student academic outcomes, instructional practice, contribution to team, and student and family engagement. Many Stage IV teachers will go on to become Master Teachers, staying in the classroom, but many will also become academic deans.

The Teacher Leadership Fellows program is designed to increase the number of high performing deans, and also the pool of excellent Principal in Residence (PIR) candidates. The PIR program is at the heart of the leadership pipeline. This program selects high performing deans from both within and outside the network for two years of intensive leadership immersion and training. This program is designed to develop the following leadership competencies, which are expanded upon in the diagram entitled AF School Leader Success Factors:

- Instructional Expertise & Leadership
- School Culture & Character Development
- Talent Leadership
- Vision & Inspiration
- Management
- Personal Effectiveness
- Core Values Alignment

Phase I of the residency (the first year) is driven by an individual learning plan for each PIR, which is developed based on the candidate’s self-evaluation, input from supervisors, and data from peer surveys. Over the course of the year, Principals in Residence pursue their individual learning goals through mentoring from current principals, one-on-one coaching from the Achievement First director of leadership development, cohort workshops, and visits to high performing schools. In addition, PIRs carry out targeted leadership projects to improve specific components of their current school, while practicing skills identified in their learning plans. A sample plan for a leadership project is included below.

<b>Project:</b> <u>Reading Content Knowledge</u> <b>Targeted Leadership Essential(s):</b> <ul style="list-style-type: none"> <li>• Content Knowledge</li> <li>• Coaching to mastery</li> <li>• Unit and Lesson Planning</li> </ul>			
Aspiration	Specific Learning Goals for Phase 1	Action steps	Benchmarks and Outcomes
<p>Because literacy is so central to our mission, I need to o acquire strong foundational knowledge of our reading curriculum and instruction. I eventually need to be able to oversee our reading program and give meaningful (and credible!) feedback to our reading teachers.</p>	<ul style="list-style-type: none"> <li>• Build credibility with literacy team by investing in my knowledge of reading instruction</li> <li>• Develop sufficient base of knowledge about reading instructional strategies, planning, and school’s reading program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach multiple cycles of reading SGI</li> <li>• Own a student book club group</li> <li>• Participate in monthly ELA book club with other PIRs</li> <li>• Coach 1 ELA teacher (focus on lesson planning, daily data analysis of exit ticket,</li> <li>• Biweekly co-observation with our ELA academic dean</li> <li>• Participate in ELA PD offerings from Team T&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>• My SGI and book club students IA growth (specific #s to be set based on GL average)</li> <li>• Coachee’s IA growth will match or exceed network average</li> <li>• Learning Plan completion with my coachee (at least 3 this year)</li> <li>• My ability to ID ELA big rocks will improve (by end of year, ELA dean and I will independently ID the same things)</li> </ul>

**There are currently 21 Principals-in-Residence.** Three of these are committed to lead schools in 2014. This means there are 18 PIRs for six total planned school openings in 2014-15 and 2015-16.

Achievement First will continue to expand the pipeline, both to increase the “buffer” of principals available for projected openings in the next two years, and also to build the pipeline for 2017-18 and beyond. In addition to continuing the effective internal recruiting strategies described above, Achievement First has a recruiter focused specifically on school leader recruitment outside of the network. This means that there will be two full time recruiters in addition to the vice president of recruitment focused primarily on school leaders. This team will continue the recruiting practices that have built the current pipeline, and will launch the following strategies in 2014-15 to cultivate and engage additional high-potential school leader prospects:

Strategy	Description	Overview
1. School Leader Immersion Program	A series of workshops for rising school leaders	Two major events: one in January and one in February; several smaller events throughout the year
2. High Potential Prospects	Most members of the Cabinet and Senior Leadership Team will own prospects for a year	Clear process to track the communication and cultivation of prospects who have not yet applied
3. Targeted and Tiered Outreach	The recruitment team will identify top prospects based on the profile of a successful principal-in-residence/academic dean/dean of students candidates.	Use prospect list to create a tiered and targeted outreach plan for prospects in the pipeline
4. Everyone is a Recruiter	Create and manage a strong system for internal people to act as talent magnets within their professional and personal networks	Bi-weekly communication for staff members to share AF opportunities (via social media) to the individuals in their personal and professional networks
5. Clarification of Profile of Strong Leader Prospects	Clarify power skills needed for the academic deans and deans of students.	Identify the key skills for each position; share these descriptions with principals and give them the opportunity to customize these roles for their schools

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Finally, the network has introduced new planning practices at the school level that will also increase the number of internal applicants to the Principal in Residence program. These are described in greater detail below.

*Strengthening Succession*

The clear expectation set with all new AF principals, and reinforced throughout the preparation and hiring process, is that they commit to staying in the role for at least five years. When this goal is met, there are two great benefits for the principal pipeline: first, there are fewer vacancies to fill, and second, all members of the leadership team have an extended opportunity to develop their own leadership competencies. Through a combination of clearer expectations and excellent supports, we expect to steadily increase the rate of five-year retention across the network. A key element of the support having experienced school leaders as coaches and mentors. Over the past four years, every principal in the network has been coached and supervised by a regional superintendent who was formerly a principal of a high performing school. The stability and experience of the regional superintendent team has been an incredible asset to new principals, and we expect this level of support will increase principal longevity. A second crucial form of support is that the leadership development team has differentiated its training programs to meet the unique needs of successor principals. Experience across the network has shown that different skillsets are necessary for a principal assuming leadership of a fully scaled school versus a new school. Successor principals who are not properly prepared in these competencies are likely to have shorter longevity. These new, more tailored supports for successor principals will help them refine and strengthen existing systems, motivate and inspire teachers that they did not hire, and build support for a long term, sustainable vision for excellence. Ultimately, we believe this will be a key factor in meeting longevity goals for successor principals.

Additionally, identifying successor principals has been integrated more deeply into the core responsibilities of current principals, meaning that successor principals will be more likely to come from within the school than from another AF school, or outside the network. With the support of their regional superintendents, each principal in the network has drafted a five year leadership succession plan. This plan maps out each member of the leadership team for the next five years, drawing from members of the current faculty, in the format below:

School	Role	2013-14	2014-15	2015-16	2016-17	2017-18
AF Endeavor ES	Principal					
AF Endeavor ES	Lower Grades Academic Dean					
AF Endeavor ES	Upper Grades Academic Dean					
AF Endeavor ES	Dean of Students (Lower)					
AF Endeavor ES	Dean of Students (Upper)					
AF Endeavor ES	Principal(s) in Residence					
AF Endeavor ES	Dean of Special Services					
AF Endeavor ES	Teachers Groomed for Dean Roles					

While talent development has always been a core principal competency at AF, this practice embeds specific, strategic planning into the regular workflow of every principal and regional superintendent. Although these plans are subject to change from year to year, with a five-year school leadership map in

hand a principal can tailor professional learning goals, projects, and evaluations with future leadership roles in mind. This practice also makes possible a network-wide map of high potential future leaders, so that the network support leadership development team can target its recruiting and support more effectively.

### *Principal Selection*

The Principal in Residence Program is designed as a two year program so that residents can spend a full year planning for a specific role. At the completion of Phase I, PIRs have the opportunity to apply for a specific principal opening. When and if they are recommended by Achievement First and approved by the Board, candidates enter Phase II of the program. The selection criteria for Phase II are designed to be equally or more rigorous than typical charter school principal hiring criteria. Specifically, Phase II applicants must demonstrate concrete skills in the following areas in order to be recommended to the Board:

#### **Instructional Leadership**

- Coaching to Mastery
- Data Analysis
- Curriculum & Program Development

#### **School Culture & Character Development**

- Relentless Around a Clear Vision for School Culture
- System-Building to Support a Strong Culture

#### **Vision & Inspiration**

- Keeping the Mission Front & Center
- Public Speaking and Presence
- Recognition, Relationships, and Air Cover

#### **Management**

- Distributed Leadership & Delegation
- Project Management

#### **Personal Effectiveness**

- Organization & Self-Management
- Reflection & Constant Learning

We believe that the best predictor of future success as a leader is high performance in the present. The design of the Principal in Residence program creates an incredibly rich set of data upon which to evaluate principal candidates. Internal Phase II PIR candidates have comprehensive 360° survey results from teachers & deans, an extensive performance evaluation from a current principal, and a set of work products and data that demonstrate growth against their individual learning goals. In addition to this evidence, Phase II candidates participate in a selection day during which they carry out a variety of performance tasks. These include real-time data analysis, lesson observation and teacher feedback, role plays, and interviews with current principals, AF regional superintendents, and senior AF staff including Superintendent and co-CEO Doug McCurry.

Based on this intensive evaluation, the Achievement First leadership development team recommends one or more candidates to the Board of Trustees, and provides a summary of data from the selection process for the Board to consider as it evaluates the candidate. The Board can then either approve the recommended candidate, or request additional candidates for consideration. During Phase II of the PIR program, the Principal in Residence works closely with an AF regional superintendent and the leadership development team to create a transition plan that includes both individual learning goals and specific planning deliverables for the new school. Over the course of the year, the Phase II PIR dedicates increasing time to executing the action plan for the new school.

### **Teachers**

Achievement First firmly believes that the quality of the teacher in the classroom is the most important driver of student success. As a result, the recruitment, development, and retention of great teachers is an constant priority for the network. Teacher recruitment is among the most crucial services that Achievement First Charter 10 and 11 will receive from Achievement First. The team employs a comprehensive strategy that includes extensive advertising, outreach to organizations like Teach for America and top schools of education, as well as an overall “leave no stone unturned” approach. All teachers will meet the federal guidelines for Highly Qualified Teachers, and Achievement First will ensure that teachers meet certification requirements. For a new school like Achievement First Charter 10 and 11, the recruiting team will target teachers with at least four years of classroom experience. After the initial screen by the recruiting team, a select group of prospective teachers will be invited to teach demonstration lessons and interview with the principal, academic dean, and regional superintendent. The specific skills & qualifications required for teachers are:

- Instructional skill (as demonstrated by demo lesson and references)
- Content knowledge (as evaluated through interviews & review of credentials)
- Alignment with AF mission & professional expectations (assessed at each point in the hiring process)
- Enthusiasm for coaching, feedback, and desire to improve practice (assessed through interviews and references)

The Teacher Career Pathway, described in detail in Response 9, will be a central strategy for developing and retaining teachers. Designed with significant input from Achievement First teachers, the Pathway gives teachers the opportunity to develop their instructional craft, and to be recognized and financially rewarded for excellent teaching. Because the professional culture at the school will also be an important factor in retaining teachers, the leadership team very intentionally plans a system of support, recognition, and celebration designed to establish a strong adult culture. This culture is assessed twice annually through an Organizational Health Survey in which teachers give feedback on the professional environment at the school. This is one of many opportunities, both formal and informal, for teachers to give input: teachers also complete 360° surveys for the principal and deans, have the opportunity to take on additional leadership responsibilities through the teacher leadership fellows program, and are encouraged to take ownership of appropriate academic decisions through structures like grade level teams.

### **Other Staff**

Other staff are recruited using a similar process, appropriate to the specific position. For example, the AF recruiting team identifies and screens candidates for school operations team (the Director of School



Operations, the Student Support Manager, and the Office Coordinator), and finalists are interviewed by both the appropriate network-level leader and school-based staff. Any hiring decision requires the support of both the principal and the network.



### 13. Governance

#### (a) School Board Roles and Responsibilities

The Board of Trustees for AF Bushwick will have the responsibility to ensure that all schools under the education corporation are high-functioning organizations, academic successes, and are fiscally responsible. To ensure these criteria are met the Board of Trustees will:

- Evaluate and monitor the school's academic program;
- Provide financial oversight to ensure fiscal integrity;
- Engage in risk management to prevent charter termination and seek charter renewal;
- Provide legal and ethical oversight – adhering to laws, policies, and procedures in place to protect trustees, officers, and employees; and
- Evaluate the principal and Achievement First by conducting an annual performance review.

In order most effectively execute these responsibilities, the Achievement First Bushwick Board, along with the other six Achievement First school Boards in Brooklyn, engaged in a year-long design process which culminated in the approval of a Plan of Merger to be submitted to the Charter Schools Institute in the coming weeks. Pending approval by each authorizer and the State Board of Regents, the six other education corporations that partner with AF will merge into the AF Bushwick education corporation, with the new name Achievement First Brooklyn Charter Schools.

The AF Bushwick Charter School Board of Trustees has voted to add several new members as part of the merger process, so that it can operate according to the structure described below until the merger takes effect. Appropriate documentation for these new Trustees is included in Response 13(g), and we recognize that they will not become Trustees until they are approved by the Institute.

The driving force in the Board redesign has been to match the Board structure and governance practices to most effectively oversee a growing network of schools, and to better serve as stewards for the success of these schools. The Board's role in key processes is described below.

**Board Role in Principal Selection:** The Board of Trustees will have final authority in hiring the principals. Perhaps the most important service Achievement First provides to the Board is the recruitment and development of principal candidates who are qualified to lead breakthrough student achievement. Per the Academic & Business Services Agreement, Achievement First is expected to recommend at least one highly qualified candidate for principal when there is a vacancy. Under the new structure, the Board as a whole and the Academic Committee specifically will become expert in the Achievement First leadership development process, evaluate the principal pipeline on an annual basis, and meet "principals in residence" during the first year of their residency before interviewing them in the second year of the residency.

This structure will allow the Academic Committee to become deeply familiar with the AF Leadership Competencies, which the network has developed over several years to guide principal training, selection, development, and evaluation. In addition to being a legal requirement, Board approval of principal hires and terms of employment is an essential check and balance on Achievement First's principal development and hiring practices. Through at least a bi-annual discussion with the Leadership

Development team lead at Achievement First, and regular contact with principals in residence, Trustees will become expert in both the skills/competencies necessary to be an effective AF principal, and also in the multiple metrics and data sources AF uses over the course of the Principal in Residence program to evaluate readiness to assume the role. This means that when the Academic Committee conducts the final interview with a recommended principal candidate, the Committee members will be drawing on much deeper knowledge of both the candidate’s readiness, and also on national best practices in school leader development.

**Board Role in Performance Oversight:** The Board of Trustees will review school performance according to the annual cycle described below. This cycle is designed to provide the Board with clear targets for performance, cumulative reports on the extent to which these targets are met, and interim indicators as an “early warning” system. The performance review cycle for the Board is described in the following table:

Report Reviewed	Frequency	Notes
Accountability Plan Progress Report	Annually, at September meeting	Because achieving these goals is essential to earning the right to continue operating, an annual review of progress toward Accountability Plan goals is the highest priority of the Board. This presentation, from the Chief Academic Officer or Co-CEO, will also include specific improvement priorities for the coming year across the Brooklyn region.
Financial Reports	Prior to each meeting	The Finance Committee will receive consolidated & individual Year-To-Date “Profit/Loss” statements from the AF Finance Team in advance of each meeting, and the Committee will hold a meeting with the AF Chief Financial Officer to discuss these reports. The reports include year-to-date budget vs. actual as well as an update on the balance sheet.
Regional Superintendent’s Report	Prior to each meeting	Drawing on the Board Dashboard (see below), the Regional Superintendents for each academy level (elementary, middle, high) will give a portfolio level report on school performance against interim targets for academic and school culture indicators. Where the academic committee identifies areas for further inquiry, it will determine with the Regional Superintendent what steps are necessary to ensure the Board has full confidence in any school-specific improvement plans.
Board Dashboard	Prior to each meeting	The AF data team prepares a dashboard for the Board that includes (by school) current enrollment (disaggregated for at-risk populations), year to date attendance, year to date suspensions, year to date withdrawals, and most recent interim assessment performance vs. network benchmarks. This is the

		basis for a qualitative discussion with the appropriate regional superintendent in the event a school is not on track to meet end of year goals. All Board members will receive the Dashboard, and will refer questions or concerns to the Academic Committee.
<b>AF Report Card</b>	Annually, at the January Meeting	The AF Report Card is the definitive measure of academic, organizational, and financial effectiveness for the school. This document sets clear, measurable targets for what achieving the mission looks like. As such it is perhaps the most important tool for Board oversight of whether the school is achieving its mission.
<b>Principal Professional Growth Plan (i.e. the principal evaluation)</b>	Annually, via ad hoc committee, in April.	The AF regional superintendent produces a comprehensive written review of the principal annually, drawing on student achievement results and a wide array of other data. This document provides a rich picture of the principal's performance, and provides a narrative complement to the entirely quantitative AF Report Card. The Board will review the executive summary of each evaluation, and will discuss in depth any evaluation that contains performance concerns. If performance concerns are identified earlier in the year, the Academic Committee will be made aware in executive session by the Regional Superintendent. If any principal is put on a performance improvement plan, the Executive Committee will work with the Regional Superintendent to monitor the plan.
<b>Audited Financial Statements</b>	Annually, at the November Meeting	The Finance Committee will review audited financial statements when the audit is completed. If there are any findings, the Board will then closely review and approve a corrective action plan created by the AF finance team.
<b>Budget Approval</b>	Annually, at the May meeting	The Finance Committee will review proposed budgets for all schools prior to the May meeting, and will make a recommendation to the full Board regarding approval.

**Board Role in Principal Evaluation:** The Board will annually select an ad hoc principal evaluation committee, which will partner closely with the Achievement First regional superintendents to ensure that 1) the principal receives a rigorous and fair evaluation against objective performance criteria and that 2) there is a plan in place to support continued professional growth for each principal. Per the Academic & Business Services Agreement, the AF regional superintendent is charged with conducting the principal evaluation for the Board's review. The executive summary for each principal evaluation will



be shared with the principal evaluation committee, and the committee will meet with the regional superintendents to discuss each executive summary. If any performance concerns are identified, the committee will discuss these in greater depth. If performance concerns are identified earlier in the year, the Academic and Executive Committees will be made aware in executive session by the Regional Superintendent. If any principal is put on a performance improvement plan, the Executive Committee will work with the Regional Superintendent to monitor the plan.

**Board Role in Oversight of Achievement First:** The design process for the merged Board acknowledged that having seven separate Boards made it more difficult for each individual Board to carry out its oversight of the services and supports provided by Achievement First per the management agreement. This is because the Achievement First school model is designed to ensure consistency in certain core policies and practices (which are constantly refined and improved based on the experience of individual schools); as a result, any individual Board was reluctant to deviate from these policies. The merged Board structure, should it be approved, will improve the ability of the Board to manage its contractual relationship with Achievement First. This will take place through both formal and informal means.

The committee structure of the redesigned Board of Trustees is designed to ensure that the Board has direct contact with decision-makers at the network level, so that Trustees can 1) Deepen appropriate contextual knowledge necessary to evaluate school policies and performance, as well as the services provided by the network; 2) Express concern about policies, performance, or contractual services to the individuals at the network most directly responsible for these policies (informal accountability); 3) If the committee is not satisfied with the response of the network decision-maker, it can elevate the issue to full Board discussion. The Board can then determine how to resolve the issue, using a range of remedies from ongoing monitoring via the appropriate committee, a working group created specifically to address the issue, or a meeting between the executive committee and senior network leaders. Only once these remedies were exhausted would the Board explore contractual changes, or, in the absolute worst case, severing the management contract entirely. Having a single negotiation rather than seven separate negotiations will also better position the Board to revamp the charter management agreement should it become necessary. The Executive Committee will annually conduct a meeting to evaluate the services provided by Achievement First, in the context of both the cost to schools and the effectiveness in achieving mission-driven performance targets.

The Academic Committee offers an example of how the new structure enhances the Board's ability to hold Achievement First accountable. By shifting the primary point of contact from the principal to the Regional Superintendents (who are employed by the network), the Board will have increased visibility on the specific services/supports being provided and their effectiveness, as well as an opportunity for ongoing informal feedback and communication with Regional Superintendents and other network leaders. If specific school- or network-level concerns are identified at the committee level, the issue would be discussed with appropriate network staff at the next full Board meeting, and the Academic Committee would work with AF staff to ensure that appropriate data and personnel are made available so that the Board can fully understand the issue and evaluate what, if any, Board action is necessary.

(b) School Board Design

Pending approval of the Plan of Merger, the AF Bushwick Board of Trustees (which will become the Achievement First Brooklyn Charter Schools Board of Trustees) will consist of 12-15 Trustees, plus three voting family representatives (one from each academy level). The Board will not include a representative from Achievement First. Drawing from the current membership of Achievement First Brooklyn school boards, the members represent various professional skill areas including academic, legal, financial, and community. These leaders will work together to provide strong academic and fiscal oversight to the school. The Board is led by a Chair and a Vice-Chair, and officers include the Treasurer and the Secretary.

The rationale for the new structure is as follows:

- Ensure that the Board is able to hold Achievement First accountable for providing supports & services that allow each school to deliver on its mission.
  - Establish a single point of negotiation for the charter management agreement, rather than seven separate negotiations.
  - Ensure that the Board fully understands network-level policy-setting that impacts schools, so that it can effectively vet those policies.
- Enable the Board to monitor and support the success of individual schools
  - Clarify lines of accountability, so that principals report on a day-to-day basis to regional superintendents, who then report to the Board.
  - Establish a high functioning committee structure that ensures Trustees have contextual knowledge necessary carry out rigorous oversight.
  - Improve parent representation in the governance structure.
- Enable the Board to serve as effective stewards of the mission by deepening their knowledge of the AF model and deepening their personal connection to the mission.

The Board will have four standing committees in addition to the Executive Committee: Academic, Finance, Family Engagement, and Development. The three family representatives to the Board will be selected by a newly created, free-standing Family Advisory Council, which will include one representative from each Achievement First academy in Brooklyn. The size of the Board is intended to make sure that there are enough Board members to support an active committee structure, without requiring every Board member to serve on multiple committees.

Annual Board Survey results have indicated that a significant number of Trustees across Achievement First Boards did not feel that they had sufficient contextual knowledge to understand school performance data. By moving primary responsibility for school performance oversight to the Academic Committee, and by making the Regional Superintendent the primary point of contact, the new structure will allow Trustees to build the necessary contextual knowledge. This is because Trustees will have greater visibility of network-wide trends, and because Regional Superintendents are better positioned to explain the history and rationale of core practices and policies.

Family voice has always been a crucial element of the governance model for Achievement First schools, as reflected by the family representative position on each Board. However, as the number of academies the Board oversaw began to grow, a single family representative could not represent families across all academies. The design of the Family Engagement Committee establishes a more formal structure for ensuring family voice in school governance and policy setting at the network. The Family Engagement

Committee will include the three Family Representatives (selected by the Brooklyn regional Family Advisory Council) , as well as three Trustees who are not AF parents. The entire committee will attend the quarterly Family Advisory Council meetings, and will report to the full Board on family engagement across the region. The Family Advisory Council will also establish a formal structure by which network staff can engage families in the policy-making process and ensure the opportunity for network-level feedback from families.

The Boards' commitment during the design process to maintaining and expanding family voice in governance is paralleled by the priority they have placed on recruiting community leaders to join the Board. One of the four pillars of the Achievement First "Theory of Change" is to be partners in collaborative, geographically concentrated community change. We believe that the new Board, with its increased access to the network policy and strategy-setting process, will be an ideal opportunity to engage with long-standing community leaders, both as members and as partners.

The Finance Committee will be expanded relative to the current Finance Committees. This will ensure that the Board has sufficient capacity to oversee the financial health at each school, to better monitor the financial health of Achievement First as it relates to the services provided to the schools, and to ensure that all financial compliance obligations are met in a timely fashion. Because the proposed membership of the merged Board has significant expertise from the financial sector, including professionals who oversee significantly more complex financial structures than the merged education corporation, we are confident the Board will have sufficient capacity to conduct rigorous financial oversight.

#### **Overall Education Corporation Governance Structure**

The Executive Committee will collaborate with Achievement First to recruit and vet new members: once a prospective member is referred (either by an existing Board member, an Achievement First team member, or by a partner organization like the Robin Hood Foundation), staff from the AF external relations team will meet with the candidate to conduct an initial round of vetting. This first round includes a visit to the school as well as an observation of a Board meeting. The prospective member would then meet with the Executive Committee to determine whether the prospective member is a fit. The Board would then vote on approval of the new member. Achievement First provides an orientation for all new members that includes:

- Introduction to the mission & history of Achievement First and the specific school
- Overview of the legal responsibilities of trustees
- Review of the specific "job description" of a trustee
- Explanation of the performance data reviewed by the Board and an annual governance calendar
- Explanation of the charter goals and the renewal process

This information will also be reiterated at the annual Board Retreat, which will serve as a primary opportunity for Board training and development.

The qualifications to be a trustee are:

- An unwavering focus on the school's mission to close the achievement gap;

- A strong commitment to addressing education in under-served urban communities in New York City, particularly in Central Brooklyn;
- Ability to review school performance data and make informed decisions in the best interest of children;
- Willingness to commit time to developing resources for the School (this includes financial and in-kind contributions as well as partnerships with outside organizations);
- Attendance at regular meetings of the Achievement First Brooklyn Academy Charter School board. The board will meet monthly. Board members must be accessible for personal contact in between board meetings and respond to email and/or phone calls within 24 hours;
- Service on board committees. Each Trustee is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time
- Preparation in advance for decision-making and policy formation at the board meetings, responsibility for self-education on the major issues before the board, and participation in the annual board development and planning retreat usually held in July of each year.

The Board treasurer is responsible for overseeing the management and reporting of an organization's finances, and is the chair of the Finance Committee. The Finance Committee works with the AF Finance Team to oversee education corporation finances.

The Board secretary is responsible for ensuring that meetings are properly publicized, meeting materials are made available to the public in advance of the meeting, and minutes are properly taken and approved in accordance with the NY Open Meeting Law. The secretary will delegate the role of carrying out these tasks to members of the AF external relations team. The meeting will be publicized via postings one week in advance at the school site, by mentions in the parent newsletter, and via notification to the Parent Leadership Committee. Procedures for complying with the NY Open Meetings Law are as follows:

### **Open Meetings Laws**

1. All meetings of the Board of Trustees and all committees of the Board ("Board meetings") will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school.
3. The school will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the new media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The school will provide the time and place of any Board meeting that is scheduled less than one week in advance and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. Public notices will be placed on the bulletin board in the reception area. Public notices will reflect the location of Board meetings or any location changes.
5. To the extent possible, the school will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:

- a. The date and time of the meeting
  - b. A summary of all motions, proposals, resolutions, and other matters formally voted upon
  - c. A record of how each Trustee voted on each matter
  - d. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Director of Operations within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area of areas to be considered.
10. All Board members may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
- a. Matters which imperil the public safety if disclosed;
  - b. Any matter which may disclose the identity of a law enforcement agent or informer;
  - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
  - d. Discussions regarding proposed or pending litigation;
  - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
  - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
  - g. The preparation, grading, or administration of examinations; and
  - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

The Board will hear complaints in two ways. First, the Board will include time for public comment at the beginning of each meeting during which both parents and staff are welcome to raise issues. Second, the Board will field written complaints through the school's Addressing Concerns Policy. Complaints from members of the public will be reviewed and responded to by the Executive Committee.

The Family Engagement Committee will determine if family complaints allege a violation of the law or the charter, in which case the complaint will be reviewed by the Board. If a family complaint is informal in nature, the Family Engagement Committee will determine whether it requires additional Board review, and if not it will refer complaints only back to school level staff, consistent with the Addressing Concerns Policy. In either case, the Board will issue a written response on any action taken in response to the complaint within 10 business days of receiving the complaint.

(c) Proposed Founding Board of Trustees

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Dr. Deborah Shanley	X	<input type="checkbox"/>	Chair, Executive Committee	3 years
Amy Arthur Samuels	X	<input type="checkbox"/>	Vice-Chair, Academic Committee	2 years
Andy Hubbard	X	<input type="checkbox"/>	Treasurer, Finance Committee	3 years
Lee Gelernt	X	<input type="checkbox"/>	Secretary, Family Engagement Committee	1 years
Jon Atkeson	X	<input type="checkbox"/>	Academic Committee	3 years
Matt Tartaglia	X	<input type="checkbox"/>	Development Committee	3 years
Lee Gause	X	<input type="checkbox"/>	Development Committee	3 years
Kelly Wachowicz	X	<input type="checkbox"/>	Academic Committee	1 years
Ambrose Wooden, Jr.	X	<input type="checkbox"/>	Finance Committee, Development Committee	3 years
Gabe Schwartz	x	<input type="checkbox"/>	Finance Committee	3 Years
Justin Cohen	X	<input type="checkbox"/>	Academic Committee	1 years
Judith Jenkins	X	<input type="checkbox"/>	Academic Committee	2 years
Judge Priscilla Hall	X	<input type="checkbox"/>	Family Engagement Committee	1 years
Claire Robinson	X	<input type="checkbox"/>	Academic Committee	1 year
Family Representatives TBD	X		Family Engagement Committee	1 year

### Board Capacity

The following biographical sketches are provided to indicate Board capacity to carry out its governance and oversight responsibilities.

**Dr. Deborah Shanley, Chair**, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY where she maintained an active research agenda on behavioral analysis and education and introduced major curriculum changes, working in partnership with the liberal arts and science faculty and with the department of education. Her work with multiple college and community constituencies earned her a Humanitarian Award from the CUNY Consortium for the Study of Disabilities and the Medgar Evers College Worker Education Program. Dean Shanley brings to Brooklyn College an activist perspective on teacher education reform and a passion for improving teaching and learning in the public schools. Her current work focuses on the uses of a variety of technological opportunities, including TV, radio, and computers for instructional purposes. Dr. Shanley was instrumental in creating a state-of-the-art computer classroom in the School of Education to help integrate technology into pre-service and in-service teacher education.

**Judith Jenkins** works as legal counsel for the New York City Housing Authority. Prior to working with NYCHA, she worked as an associate with Leader & Berkon LLP and as an Associate Corporation Counsel for the New York City Law Department. Ms. Jenkins is a graduate of Boston University School of Law and



Columbia University. She is a Prep for Prep and Spence School alumna and is active with Delta Sigma Theta Sorority.

**Matt Tartaglia** is the President of Corr-Jensen. Prior to working with Corr-Jensen, he was a Director at Deloitte in the Financial Services practice working with Fortune 250 financial firms. He has also spent significant time with technology startups and in technology sales. He lives in Brooklyn with his family.

**Lee Gelernt** has been an attorney with the American Civil Liberties Union since 1992 and works on immigration and national security issues. He currently holds the positions of Deputy Director of the ACLU's national Immigrants' Right Project and Director of the Project's Program on Access to the Courts. Mr. Gelernt is a 1988 graduate of Columbia Law School.

**Dr. Lee Gause** is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program. Practicing in Manhattan since 2005, Dr. Gause holds his BS in Biology from the University of North Carolina Chapel Hill. Dr. Gause is a participant in the Invisalign Study Club of New York and is the founder of Smile Factory: a non-profit organization that provides free dental care to people in need. He is additionally the co-founder of Smile Design Gallery, a mission based business that provides dental care to those in desperate need. He has done over \$350,000 of charitable dentistry to date.

**Kelly Wachowicz** is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector. Prior to EKO, Kelly was Managing Director and COO of Alliance Bernstein's Real Estate Fund, Vice President overseeing for TimberStar, and she began her career as an investment banker and strategist with Goldman Sachs. Throughout her career, Kelly has integrated her commitment to public service with her professional aspirations. She served as Senior Vice President, Director of Policy and Strategy for the New York City Economic Development Corporation in the first Bloomberg administration where she was responsible for designing and developing economic development policy for the City of New York including Lower Manhattan 9/11 transportation rebuilding efforts. Kelly graduated Phi Beta Kappa and received a BA in History with Honors from the University of California in Los Angeles.

**The Honorable L. Priscilla Hall** was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009. Prior to this appointment she served as the Administrative Judge of the Supreme Court, Kings County Criminal Term. She was elected to the New York Supreme Court on November 2, 1993, and as a Supreme Court Justice presided over criminal and civil matters. In response to the unprecedented increase in child protective complaints in New York City following the Nixzmary Brown case, she volunteered to serve in Family Court during 2006. Her diverse career has embraced the fields of law, public and community service.

**Jonathan Atkeson** is the Managing Director, Private Equity for the Fortress Investment Group. Prior to holding this position, Mr. Atkeson worked for Whitney & Co. LLC, J. Bush & Co. LLC and as a law clerk in the US Department of Justice. He attended Yale Law School and the University of North Carolina, Chapel Hill for his undergraduate degree.



**Gabriel Schwartz** is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. Prior to that, he was a Managing Director in the Special Situations Group at Goldman, Sachs & Co. Mr. Schwartz holds a B.A. from Colgate University. He is currently a member of the Boards of Directors of the Brooklyn Community Foundation and Achievement First. Mr. Schwartz lives in Brooklyn Heights with his wife and two children.

**Amy Arthur Samuels** is a Vice President at JP Morgan Chase & Co. Prior to her current employment, she worked at Standard and Poors and Deloitte, with a focus on the financial services sector. Ms. Samuels is a graduate of the MBA program at Columbia University and received her BS from Cornell University. Ms. Samuels grew up on Brownsville, Brooklyn.

**Claire Robinson** recently retired from a highly successful career in the finance sector, most recently with Moody's Investors Service from 1998-2014. She also worked for the Security Pacific Merchant Bank and Bankers Trust Company, and early in her career she worked with the National Security Agency. She is a graduate of the Columbia University Graduate School of Business. Ms. Robinson lives with her family in Brooklyn.

**Andy Hubbard** is a Managing Director with Credit Suisse. Prior to his work with Credit Suisse, he was a Vice President and Trader with Deutsche Bank and the Director and Head of Product Development with Kiodex, Inc. He received his BS from Princeton University. He lives with his family in New York City.

**Justin Cohen** is currently an Investment Analyst with Prosir Capital Management, a New York based investment fund. Prior to his work with Prosir Capital Management, he has held jobs with other investment firms such as Eton Park Capital Management, Capital Z Financial Services Fund and Donaldson, Lufkin and Jenrette Securities Corporation. He is a graduate of the Wharton School at the University of Pennsylvania where he also received his undergraduate degree.

**Ambrose Wooden, Jr.** is currently an Vice President in the Equities Division at Goldman Sachs. Prior to joining Goldman Sachs, Ambrose graduated from the University of Notre Dame with a degree in Finance. Ambrose was also a member of the University of Notre Dame's Football Team. Outside of work, Ambrose is an active member in the New York City community, he serves as a mentor at iMentor and sits on the boards of both the Adeona Foundation, Blue Engine, and Achievement First Apollo. Ambrose enjoys music, traveling, spending time with family and friends, but most importantly making a difference in the community.

#### (d) Stakeholder Participation

Families will have significant opportunities to contribute to the governance of the school via the three Family Representatives, and through the Family Advisory Council. School staff will have the opportunity to make comments during the public comment period immediately before the full meeting convenes. For the most part, however, the governance structure is designed to reinforce the various ways through which staff have the opportunity to influence policy-making at the network level, including the Teacher Career Pathway advisory council and the Network Support survey.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Justin G. Cohen*  
Home Address: [REDACTED] / NY, NY 10025  
Business Name and Address: [REDACTED] NY, NY  
10022  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *I previously served as a board member of Achievement First Endeavor.*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *I know some of the trustees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, *I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would ensure that the matter is dealt with formally (i.e. an investigation into the conflicts of those trustees) via the Board of Trustee's resolution process. And if the situation were still not appropriately resolved through the Board, I would then look to bring the matter directly to the appropriate public authority to whom the Board of Trustees is immediately responsible.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, JUSTIN G. COHEN certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ACHIEVEMENT FIRST Charter School is true and correct in every respect.



Signature

June 30, 2014

Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**JUSTIN G. COHEN**

[REDACTED] / NY, NY 10025

Office: [REDACTED]  
Cell: [REDACTED]

**EXPERIENCE**

[REDACTED] New York, NY

[REDACTED] New York, NY

[REDACTED] New York, NY / London, UK

[REDACTED] New York, NY

[REDACTED] New York, NY

[REDACTED] New York, NY

**EDUCATION**

1992-1996

University of Pennsylvania

Philadelphia, PA

Completed 5-Year 'Management & Technology Dual-Degree Program' in four years with highest honors:

- The Wharton School: Concentrations in FINANCE and INSURANCE & RISK MANAGEMENT. Bachelor of Science in Economics, *summa cum laude*, May 1996.
- The School of Engineering & Applied Science: Major in COMPUTER SCIENCE & ENGINEERING Bachelor of Science in Engineering, *summa cum laude*, May 1996.

**OTHER**

**Languages:**

Coursework taken in French, Italian, Russian, Spanish and German languages.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Judith Jenkins  
Home Address: [REDACTED] Brooklyn, NY 11221  
Business Name and Address: [REDACTED] New York,  
NY 10007  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Crown Heights Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Judith A. Joseph Jenkins, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the AK Buskwick Charter School is true and correct in every respect.



6/30/2014  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**Judith J. Jenkins**

Judith Jenkins works as legal counsel for the New York City Housing Authority. Prior to working with NYCHA, she worked as an associate with Leader & Berkon LLP and as an Associate Corporation Counsel for the New York City Law Department. Ms. Jenkins is a graduate of Boston University School of Law and Columbia University. She is a Prep for Prep and Spence School alumna and is active with Delta Sigma Theta Sorority. She serves on the Achievement First Crown Heights Board of Directors.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Ambrose Wooden, Jr.  
Home Address: [REDACTED] New York, NY 10003  
Business Name and Address: [REDACTED] New York, NY 10282  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes - Blue Engine - Board Of Engineers (<http://blueengine.org/>)
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I know Achievement First Board members because I serve as a trustee on AF Apollo.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Apollo Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Apollo Board. Also, I am on the Board of Engineers for Blue Engine.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring the issue to the attention of the other Board members and call for an investigation to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). F I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Ambrose Wooden certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achewenest Raso in every respect.

6/30/14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: charters@suny.edu

# Ambrose Wooden Jr.

[REDACTED] New York, NY 10003  
[REDACTED]  
[REDACTED]

---

## EXPERIENCE

- [REDACTED]
  - [REDACTED]
  - [REDACTED]
- [REDACTED]

## CHARITABLE SERVICES

- iMentor**, Mentor **2010 – Present**
- Winner of the 2011 iMentor Online Donor Drive. Raised over \$19,000 via crowd funding to sponsor 38 new students in the iMentor program
- Adeona Foundation**, Board Member **2010 – Present**
- Spearheaded bi-annual charitable functions for 500+ individuals that raised over \$200,000 in four years for underserved organizations in New York City
- Achievement First Apollo Elementary School**, Treasurer **2011 – Present**
- The Robin Hood Foundation Network**, Member **2011 – Present**
- Blue Engine**, Board of Engineers, Head of Recruiting **2013 – Present**

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- EDUCATION** **University of Notre Dame**, South Bend, Indiana **2003 – 2007**  
Bachelor of Business Administration, Major: Finance, May 2007
- NCAA** **University of Notre Dame Varsity Football Team** • Defensive Back • 2003-2007
- ATHLETICS** **University of Notre Dame Varsity Track Team** • Sprinter • 2004

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**LICENSES** Series 63 and Series 7

**ADDITIONAL SKILLS** Microsoft Suite, Bloomberg, Social Media

**INTERESTS** Traveling, Indoor Cycling, Flag Football, Tennis, Golf, Yoga, Volunteering

## **Request for Information from Prospective Charter School Trustee**

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Matthew Tartaglia  
Home Address: [REDACTED] Brooklyn, NY 11201  
Business Name and Address: [REDACTED] New York, NY 10012  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First East New York and Aspire.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I/ we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/ we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I have been on the board of AF ENY for 4 years and have had interactions over the years to discuss school related matters and as the Treasurer of AF ENY I have had regular interaction with the CFO, Max Polaner.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would certainly confront the Trustee, but would also raise the issue to the leadership at Achievement First and representatives at SUNY

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. NA

## Certification

I, Matthew Tartaglia, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Signature \_\_\_\_\_

Date 6/23/14

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

# Matt Tartaglia

President at Corr-Jensen, Skinnygirl Daily, Revolution Lifestyle

[REDACTED]

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## Summary

Over the last eighteen months while the President at Corr-Jensen, I have been able to put my management consulting, sales and business development experience to work in taking an early stage, successful company and creating value by putting the right pieces in place on the people, process and technology front, along with creating operating and and finance efficiencies with an eye on corporate development.

Prior to joining Corr-Jensen, I was a Director at Deloitte in the Financial Services practice working with Fortune 250 financial firms. I had the pleasure of working with and overseeing client accounts and relationships with major life insurance and investment management companies where Deloitte performed professional services.

I have also spent significant time with technology start ups and in technology sales throughout my career.

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## Experience

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]


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## Skills & Expertise

**Strategy**  
**Business Development**  
**Program Management**  
**Solution Selling**  
**Management**  
**Sales**  
**Portfolio Management**  
**Financial Services**  
**Management Consulting**  
**Sales Process**  
**Business Process Improvement**  
**Business Strategy**  
**Financial Analysis**  
**Investment Management**  
**CRM**  
**Relationship Management**  
**Financial Modeling**  
**Project Management**  
**Investments**  
**Entrepreneurship**  
**Vendor Management**

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## Education

**Ithaca College**  
BS, 1992 - 1996

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## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First
2. Full name: Lee Gelernt  
Home Address: [REDACTED] NY, NY 10019  
Business Name and Address [REDACTED] Ny, NY 10004  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First Brownsville.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, niece is teacher at Achievement First
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report person

#### Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Lee Gelernt, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Signature \_\_\_\_\_

\_\_\_\_\_ June 20, 2014 \_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

Lee Gelernt has been an attorney with the American Civil Liberties Union since 1992, and works on immigration and national security issues. He currently holds the positions of Deputy Director of the ACLU's national Immigrants' Rights Project and Director of the Project's Program on Access to the Courts. He has argued numerous groundbreaking civil rights cases at all levels of the federal court system, including in the United States Supreme Court and the Courts of Appeals for the First, Second, Third, Fourth, Sixth, Eighth, Ninth, and Eleventh Circuits. Mr. Gelernt has also testified as an expert before the United States Senate on habeas corpus and judicial review issues. In addition to his work at the ACLU, Mr. Gelernt is a visiting lecturer in clinical law at Yale Law School, where he co-teaches the 9-11 Clinic. He is also an adjunct professor at Columbia Law School, where he teaches a seminar on the rights of non-citizens after September 11.

Since 2001, Mr. Gelernt has worked on several far-reaching national security cases arising out of the events of September 11 and served as one of only a few human rights observers at Guantanamo Bay for the first military trial conducted by the United States since World II. In March 2011, Mr. Gelernt argued the case of *Ashcroft v. al-Kidd* in the U.S. Supreme Court, which challenged the constitutionality of the government's post 9-11 policy of using the federal material witness statute to investigate and preventively detain terrorism suspects in cases where there was no probable cause to justify a criminal arrest.

Among his other national security cases, Mr. Gelernt successfully argued one of the very first major September 11 cases to reach the federal courts of appeals, *Detroit Free Press v. Ashcroft*, where he represented the media and Congressman John Conyers in their lawsuit seeking to prevent the government from holding secret deportation hearings after September 11. In its decision invalidating the government's secret hearing policy, the Sixth Circuit stated that "democracies die behind closed doors" -- a phrase that became one of the most cited and well-known admonitions issued by the Judiciary in the aftermath of September 11.

In the immigration area, Mr. Gelernt has litigated numerous important cases establishing the constitutional and statutory rights of non-citizens, in the areas of discrimination, education, due process and access to the courts. He is currently involved in a number of cases around the country focusing on the constitutionality of state and local anti-immigrant laws that seek to deny basic services to immigrants.

Mr. Gelernt has received many honors for his work. In 2013, Columbia Law School recognized him as its Distinguished Public Interest Lawyer of the Year. In 2002, he received the 13th Annual Public Interest Achievement Award from Columbia University's Public Interest Law Foundation. The American Immigration Lawyers Association has also twice awarded him their national prize for excellence in litigation for his civil rights work on behalf of the immigrant community. He is a frequent guest speaker at law schools and conferences around the country, and regularly appears in the national and international media, including the NY Times, Washington Post, NPR, ABC News, CNN, Wall Street Journal, LA Times, and BBC. Mr. Gelernt is a 1988 graduate of Columbia Law School, where he was a Notes and Comments Editor of the Law Review. After graduation, Mr. Gelernt served as a law clerk to the late-Judge Frank M. Coffin of the First Circuit U.S. Court of Appeals.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Lee Gause  
Home Address:  
Business Name and Address: [REDACTED] New  
York, NY 10019  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

**18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.**

**19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.**

### Certification

I, Lee R Gause certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.



6/30/14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **Dr. Lee Gause**

Dr. Lee Gause is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program. Practicing in Manhattan since 2005, Dr. Gause holds his BS in Biology from the University of North Carolina Chapel Hill. Dr. Gause was also the recipient of the coveted Doctor of the Year award during his residency and completed the prestigious two-year certificate program in implant dentistry at New York University. Currently, Dr. Gause is a clinical associate professor at NYU in the Implant Dentistry program, where he is responsible for training other dentists to surgically place and restore dental implants.

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Dr. Gause prides himself on providing his patients with the highest level of quality in dental care. This is demonstrated not only by his training and academic achievements, but also by his commitment to advanced technology and patient care. Dr. Gause is a participant in the Invisalign Study Club of New York and is the founder of Smile Factory: a non-profit organization that provides free dental care to people in need. He is additionally the co-founder of Smile Design Gallery, a mission based business that provides dental care to those in desperate need. He has done over \$350,000 of charitable dentistry to date. Dr. Gause has done research at the National Institute of Dental and Craniofacial Research which is the Dental division of the NIH. Dr. Gause is also a lecturer to dental residents on topics in cosmetic dentistry.

...

Dr. Gause has been featured in several magazines including, Glamour, Pregnancy, Social Life, Health, Uptown, and Seniors Advocate. He was named one of New York's premier providers of general, cosmetic and implant dental care by Seniors Advocate and a preferred provider by Invisalign. Dr. Gause comes from a family of exceptional dentists. Both of his parents are dentists in North Carolina, and his mother, was awarded membership into the prestigious International College of Dentists. In addition, his uncle and several cousins are dentists in Michigan and Dr. Gause's brother, [REDACTED] a graduate of UNC dental school, finishes his residency in July and will be joining Smile Design Manhattan. Dr. Gause's sister is a member of Teach for America.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Kelly Kristine Wachowicz*  
Home Address: [REDACTED] *Brooklyn NY 11201*  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED] *NY NY 10019*
3. A brief educational and employment history (you may attach a resume).  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *Achievement First Brounsville Board of Trustees*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *Some of the trustees were previously affiliated with Achievement First School Boards.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *I know numerous employees at the Brounsville school and at Achievement First through my prior role as a Trustee.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know numerous persons / employees of Achievement First through my role as an *AS Trustee.*
13. If the school <sup>AS Trustee</sup> contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *1. Confront the person.  
2. Report the situation to the proper authorities.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. *None.*

## Certification

I, Kelly Wachowicz, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Si 

6-17-14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **Kelly Wachowicz**

Kelly Wachowicz is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector including the build-out of new investment platforms, new business incubation, equity and debt underwriting and investing, investment structuring and product design, asset sales, financing, operations, incentive design, and governance. She has deep domain expertise in the forestry and real-estate sectors.

Prior to EKO, Kelly was Managing Director and COO of Alliance Bernstein's Real Estate Fund — a \$650 million private equity fund — and was Vice President overseeing the successful launch and monetization of a \$2 billion timberland portfolio for TimberStar — a publicly traded specialty finance company in the real estate sector and subsidiary of iStar Financial. Kelly began her career as an investment banker and strategist with Goldman Sachs.

Throughout her career, Kelly has integrated her commitment to public service with her professional aspirations. She served as Senior Vice President, Director of Policy and Strategy for the New York City Economic Development Corporation in the first Bloomberg administration where she was responsible for designing and developing economic development policy for the City of New York including Lower Manhattan 9/11 transportation rebuilding efforts, incentive programs for the film and television, bioscience, and tourism industries, and preparation of a \$12 billion capital budget. Kelly serves as the Chair of the Board of Trustees for the Achievement First Brownsville and North Brooklyn Prep K-12 schools, located in Brooklyn, New York. She was a founding board member active for ten years with Civic Builders, a not-for-profit real estate developer that built twelve school facilities delivering 7,600 seats to charter school students in the New York region since its inception. Kelly graduated Phi Beta Kappa and received a BA in History with Honors from the University of California in Los Angeles, received her MBA from Harvard Business School, and is a native of the San Francisco Bay Area in California.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First
2. Full name: L. Priscilla Hall  
Home Address: [REDACTED] Brooklyn, NY 11215  
Business Name and Address: [REDACTED]  
[REDACTED] Brooklyn, NY 11201  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First Crown Heights – Board Chairperson.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I have served with the Board Members throughout my tenure with Achievement First.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have worked closely with the staff of Achievement First throughout my tenure as Board Chairperson and subsequently as Board Member.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Following the guidelines and policies set by Achievement First, I would bring the concern to the attention of the Board for its determination as to how to handle the matter.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
  
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

## Certification

I, L. Priscilla Hall, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Signature

Date

June 23, 2014

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

The Honorable L. Priscilla Hall was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009. Prior to this appointment she served as the Administrative Judge of the Supreme Court, Kings County Criminal Term. She was elected to the New York Supreme Court on November 2, 1993, and as a Supreme Court Justice presided over criminal and civil matters. In response to the unprecedented increase in child protective complaints in New York City following the Nixzmary Brown case, she volunteered to serve in Family Court during 2006. Her diverse career has embraced the fields of law, public and community service.

Before ascending to New York Supreme Court, Justice Hall served on the New York City Criminal Court, having been appointed by Mayor Edward I. Koch in 1986 and reappointed to a ten year term by Mayor David Dinkins, three years later. In 1990, Governor Mario Cuomo appointed Justice Hall to the Court of Claims.

Justice Hall believes that the courts must work to maintain public confidence in our judicial system and has worked to achieve this objective. She has served as President of the New York State Association of Women Justices, the Vice-President of the Association of the Bar of the City of New York, the Chair of the Board of Directors of the Metropolitan Black Bar Association, and as the President of the Association of Black Women Attorneys. She shares her leadership skills as a Member of the Board of Directors for the Judicial Friends, Columbia Law School Association, Inc., and the Supreme Court Justices' Association of the City of New York. Justice Hall has also worked with the Federal Bar Council, the Kings County Criminal Bar Association and the Brooklyn Bar Association as well as the Brooklyn Women's Bar Association. She is also a Member of the Judicial Council of the National Bar Association, and the National Association of Women Justices.

Justice Hall received her undergraduate degree from Howard University in 1968. After graduating Magna Cum Laude with the distinction of being a member of the Phi Beta Kappa Society, Justice Hall pursued a Master of Science degree from Columbia University School of Journalism, graduating in 1969. She received her Juris Doctor from Columbia University School of Law in 1973.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. AF Bushwick
2. Full name: Jonathan G. Atkeson  
Home Address: [REDACTED] Bronxville, NY 10708  
Business Name and Address: [REDACTED] NY NY 10105  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Chair, AF East NY and AF Aspire. Previously served as director of Amistad Academy (CT).
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I do from prior board work.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I do, from prior board work.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I do. From prior board work. (AF is the provider for AF ENY and AF Aspire).
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the board chair and if the board chair were the director at issue I would bring it to the attention of the other board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Jonathan Atkeson, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the AF Bushwick  every respect.

Date

6/28/14

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

# Jonathan G. Atkeson

Bronxville, NY 10708

## EXPERIENCE

New York, NY

Stamford, CT

New Haven, CT

San Francisco, CA

San Francisco, CA

New York, NY

## EDUCATION

### YALE LAW SCHOOL

New Haven, CT

JD, May 2000.

**Activities:** Editor, *Yale Journal on Regulation*; Director, Housing and Community Development Clinic; Co-Founder, Amistad Academy (a new charter middle school in New Haven); Producer, LawTalk; Yale Law & Business Forum.

### THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Chapel Hill, NC

BSPH with honors in Environmental Science and Policy, School of Public Health, May 1995.

**Honors:** Rhodes Scholarship Finalist; Phi Beta Kappa; John Motley Morehead Award; Order of the Golden Fleece.

**Activities:** Co-Founder, North Carolina Renaissance; Varsity Lacrosse (ACC Academic All American); Chi Psi Fraternity.

## ADDITIONAL INFORMATION

Traveled extensively in the United States and abroad. Enjoy tennis, golf, scuba diving, skiing and other outdoor sports. Board Chair of Achievement First East New York and Achievement First Aspire charter school. Volunteer EMT in North Carolina (1992-1994).

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. *Achievement First*
2. Full name: *Gabriel Thomas Schwartz*  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.  
*Bio*
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *Achievement First Crown Heights*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *from being part of AF Crown Heights Board*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *from being part of AF Crown Heights Board*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, *from being part of the AF Crown Heights Board*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Raise the issue with fellow directors and then likely raise it w/ AF Network and/or Authorizer*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Gabriel Schwart, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achremut First Charter School is true and correct in every respect.



Signature

6/30/14

Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **Gabriel Schwartz**

Gabriel Schwartz is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. Prior to that, he was a Managing Director in the Special Situations Group at Goldman, Sachs & Co. Mr. Schwartz holds a B.A. from Colgate University. He is currently a member of the Boards of Directors of the Brooklyn Community Foundation and Achievement First. Mr. Schwartz lives in Brooklyn Heights with his wife and two children.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Amy Arthur Samuels  
Home Address: [REDACTED] Glen Ridge, NJ 07028  
Business Name and Address:  
Home telephone No.: [REDACTED]  
Work telephone No:  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Amy Samuels, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Signature

Date

06/30/14

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**AMY ARTHUR SAMUELS**

Glen Ridge, NJ 07028

[A](#)

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**EXECUTIVE SUMMARY**

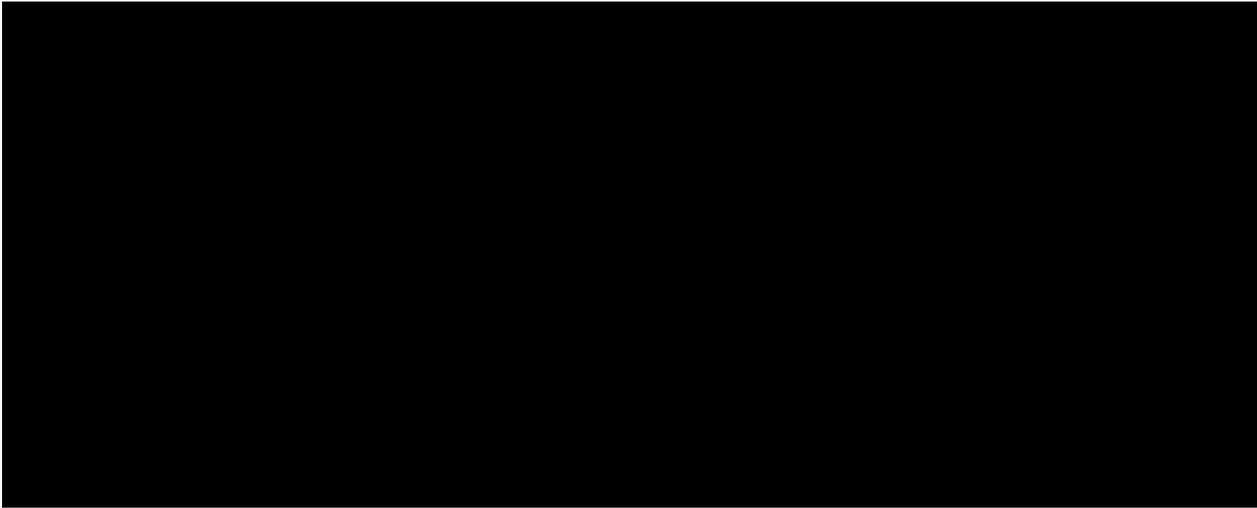
Experienced finance professional with 15+ years managing client relationships, packaging and rating securities, and providing strategic consulting advice to corporate clients. Emphasis on improving efficiencies and helping clients achieve strategic business objectives. Demonstrated strengths include: ability to collaborate across business units; strong oral and written communication skills, drive for results, and project management.

**PROFESSIONAL EXPERIENCE**

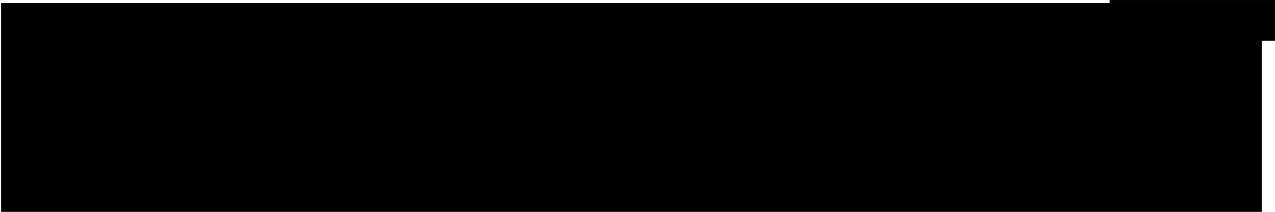
[Redacted]

[Redacted]

[Redacted]



- [Redacted]
- [Redacted]
- [Redacted]



**EDUCATION**

**COLUMBIA UNIVERSITY, New York, NY** 1997  
MBA, Finance and Management; awarded Robert Toigo fellowship

**CORNELL UNIVERSITY, Ithaca, NY** 1990  
BS, Consumer Economics; awarded The Cornell Tradition fellowship

## **Request for Information from Prospective Charter School Trustee**

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Claire M. Robinson  
Home Address: [REDACTED] Brooklyn, NY 11215  
Business Name and Address: retired  
Home telephone No.: [REDACTED]  
Work telephone No.: NA  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it up to the board chair and ask that an independent third party, such as a law firm, conduct an investigation.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Claire M. Robinson, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Signature 

Date July 1, 2014

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

EXPERIENCE

- [REDACTED] NEW YORK, NY
- [REDACTED]
- [REDACTED] NEW YORK, NY
- [REDACTED] NEW YORK, NY
- [REDACTED] EW YORK, NY
- [REDACTED] EW YORK, NY
- [REDACTED] NEW YORK, NY
- [REDACTED]

## EDUCATION

1982-1984 **COLUMBIA UNIVERSITY** NEW YORK, NY  
**GRADUATE SCHOOL OF BUSINESS**  
Master of Business Administration: Finance

1975-1977 **PENNSYLVANIA STATE UNIVERSITY** UNIVERSITY PARK, PA  
Master of Arts: Russian  
Moscow State University, USSR - Summer 1976

1971-1975 **NEW COLLEGE** SARASOTA, FL  
Bachelor of Arts: Russian and French. Sophomore year in Montpellier, France

## BOARD SERVICE

2009-present **ACHIEVEMENT FIRST ENDEAVOR SCHOOL** **BROOKLYN, NY**  
Board member and currently board chair of a public charter school in Brooklyn. Responsible for reviewing budget and spending reports, monitoring student performance, reviewing principal performance evaluations against pre-set targets. Review disciplinary procedures and parental appeals of expulsion actions, if any. Respond to parent feedback received at public board meetings, review survey results from parents and staff.

# Andy Hubbard

New York, NY

## SUMMARY

Accomplished Trading Manager with extensive experience in trading and risk management of derivatives and other financial instruments. One of the top revenue producing credit traders for five years. Managed many of the most complex trading books with proven record of identifying profitable trading opportunities. Highly quantitative and analytical with excellent problem solving skills. In-depth knowledge of derivatives markets and securities trading market structure. Extremely well-respected markets professional.

## PROFESSIONAL EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## EDUCATION

### PRINCETON UNIVERSITY

1995

Bachelor of Science & Engineering in Mechanical and Aerospace Engineering

## ADDITIONAL INFORMATION

Chairman of the Board of Achievement First Apollo, a charter school in East New York, Brooklyn.

## 14. Community Relations

### (a) District Relations

Describe and provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include:

- Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.
- Description of low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Achievement First has a long history of partnership and collaboration with the New York City Department of Education. Initially invited to expand to New York City by then Chancellor Joel Klein, Achievement First schools have been a central component of the DOE's portfolio approach to expanding high quality options available to the families of Brooklyn. Achievement First will continue to work closely with the Office of Portfolio Management and the Charter Schools Accountability and Support office, embracing the change in administration as an opportunity for collaboration. In particular, the network maintains a strong relationship of facilities planning and siting of new schools. One of the most consistent pieces of feedback we received during community outreach was that co-location all too often becomes a distraction from teaching and learning for the schools sharing space. While shared space will always present challenges, experience across the network on the most effective co-locations suggests the follow practices will be useful as Achievement First Charters 10 & 11 establishes relationships:

- **Proactive, sustained principal-to-principal outreach:** A strong, trusting relationship between building principals is the most important building block of successful co-locations. AF Charter 10 & 11 will be expected to proactively build and maintain this relationship through humble outreach and offers of collaboration.
- **A shared space committee:** To ensure continuing communication between principals and address potential challenges preemptively, AF Charters 10 & 11 will be a champion for and active participant in a shared space committee that meets regularly.
- **Flexibility and understanding:** The final element of a successful co-location is an awareness of the importance of compromise and proactive efforts to reach mutually agreeable solutions. While some co-locations fall victim to a "hold the line," oppositional approach to negotiating the relationship, AF Charters 10 & 11 will enter the relationship aware that compromise is essential to partnership.

In New Haven, Achievement First has been a leader in sharing of best practices between district and charter public schools. Through the nationally recognized New Haven Leadership Residency, Amistad Academy invites district leaders to participate in a year-long residency similar to the Principal in Residence program. This intensive experience allows the district leadership resident to share effective practices with Amistad staff and builds an in-depth practical understanding of the Achievement First approach which can be brought back to district schools. While this program has not yet been piloted in New York, it reflects the network's overall commitment to impacting the educational lives not just of enrolled scholars, but of students throughout the community. Achievement First Charters 10 & 11 will participate in the network "visitor day" program, in which we welcome educators and community members to tour AF schools and speak with AF principals. This type of relationship building is the first step toward the depth of relationships necessary to launch a program like the New Haven Leadership



Residency, and we will always be eager to share the work we do and learn from educators who share our hopes for students and families.

The low performing schools in the district where Achievement First Charters 10 & 11 could potentially be located are listed in Response 24(b) (highlighted in yellow). Achievement First Charter 10 & 11 would partner with interested schools in the ways described above.

- (b) **Community Relations**  
Describe any explicit support for this proposal from community stakeholders or others, including:
  - Any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;
  - Efforts the founding team has made to address or respond to their concerns;
  - How the founding team and school intend to overcome challenges associated with the opposition to the school.

As described in Response 3, our community outreach efforts spanned families and other residents who live in the communities that would be impacted by the proposed charter schools, community agencies that serve those families, and the elected officials who represent the communities. Across all of our interactions, a single message came through loud and clear: the families in these communities are *demanding* additional college preparatory public school choices. As described in Response 15, Achievement First schools have received an average of 6 applications for every available seat. As we solicited feedback from families and community organizations, we found that the closer they were to attempting to navigate the public education system in Brooklyn, the more enthusiastically they supported this application. As described in detail in Response 3, our community outreach activities were specifically designed to communicate with a representative sample of each community we serve, rather than simply families looking for educational options or existing charter school supporters. This approach makes us even more confident that the more than 1000 signatures in support of this proposal reflect widespread community support for the new schools.

**Community Member Support**

Achievement First focused on direct conversations with communities members and/or potential Achievement First families to gauge support for additional Achievement First charter schools in the communities to be served. Achievement First family and scholar volunteers collected petition signatures in every neighborhood where we are proposing our schools be located. Support of the proposals was tremendous, with **1,024** signatures collected in support of the proposed new Achievement First charter schools in CSDs 16, 17, 23 and 32. Please see Response 14c-Evidence of Community Support for specific locations where signatures were collected within each community. Each of the signatures gathered required a conversation with the person signing. One parent volunteer, collecting signatures in Bushwick and Brownsville, reported that of the 180 conversations she had while collecting signatures, 176 of the people she spoke with were enthusiastic about Achievement First opening additional charter schools. This experience was echoed by all family and scholar volunteers collecting signatures. See Response 14(c) for the hard copies of all signatures collected.

Neighborhood	# Signatures collected
Bedford Stuyvesant	165
Crown Heights	62
Brownsville	308



Bushwick	489
Total	1024

As well, the high number of applications to Achievement First schools from CSDs 16, 17, 23 and 32 are strong indication of community support for additional Achievement First charter schools. Achievement First received 600 applications from CSD 16, 1,176 from CSD 17, 1,018 from CSD 23 and 752 from CSD 32. Please see Response 14(c)-Evidence of Community Support for the number of applications pre seat in each CSD where the proposed charters would be located.

### **Community Organization Support**

Achievement First received great support for the proposals from community organizations located in or serving individuals from neighborhoods where the proposed charter schools would be located. Organizations voicing support included day care centers, nonprofit organizations and other community support organizations. Collectively, the organizations supportive of Achievement First opening additional charters represent thousands of individuals in the communities of central Brooklyn where our proposed charter schools would be located.

Nine organizations offered their verbal or written support for the proposals. Jumpstart, serving families in CSDs 17 and 23, BMCI serving families in CSD 32, the Community Coalition of East New York (CCNY) serving families in CSD 23, and ACE Integration Daycare Center serving families in CSD 32 all provided letters of support. The support of BMCI and the Community Coalition of East New York is particularly powerful because these coalitions represent dozens of community based organizations. While not every one of these organizations necessarily support the proposal, the breadth of the BMCI and the Community Coalition of East New York networks establish the organizations as some of the most deeply representative institutions in these communities. Although it is called the Community Coalition of East New York, CCNY is the NYC Community Partnership Program organization for Brownsville as well, and it includes organizations that specifically support the Brownsville community, including the Brownsville Support Center and Salvation Army Brownsville. These letters of support can be found in Response 14(c) Evidence of Community Support. Bedford Stuyvesant Community Partnership Program (CPP) also voiced their support during a one on one conversation. Similar to the support of the other community networks, the support of this Bed-Stuy CPP is also significant as it represents a deep set of community organizations CSD 16. Other organizations who voiced support during one on one conversations include Hope Gardens Community Center, serving families in CSD 32, Good Shepherd Services, serving families in CSD 16, Brownsville Multi Service Center, serving families in CSD 23 and Brooklyn College Early Childhood Development Center serving families in CSDs 23 and 32. More details of these conversations can be found in Response 03(h) Evidence of Outreach.

Day care centers serving children who will attend schools in the CSDs where we are proposing opening charters have shown support for Achievement First as well. This has been demonstrated through invitations to speak with families about attending Achievement First schools. These day care centers include Friends of Crown Heights (16, 17, 32), Brownsville Recreation Center (23), Salvation Army Bushwick After School (32) and Bushwick United Headstart 77 (32). While we recognize that student recruitment activities are considered distinct from community outreach, we feel that the recurring invitations from these daycare centers is a strong proxy for the support of the parents they enroll. A full list of daycares who invited Achievement First to speak recently is included in Response 14(c) Evidence



of Community Support.

As noted above, Achievement First is an active participant in the Community Partnership Program of Bushwick (Bushwick CPP), which represents 40 Community Organizations serving community members and families in CSDs 32 and beyond. Bushwick CPP has shown support of Achievement First's proposal to open additional charter schools in central Brooklyn by inviting Achievement First to spread the word at its Annual Arts and Crafts Fair. The flyer for the event is included in Response 14(c).

### **Elected Official Support**

State Assembly Member Walter Mosley, representing CSDs 16 and 17, also voiced "unwavering support" for the AF Charter School 10 & 11 proposals in a letter of support, citing the demand among his constituents for more educational options. Despite the fact that charter school parents are dramatically outnumbered by families enrolled in traditional district schools in their districts, Assembly Member Mosley was moved to support our application by constituents' demands for additional college preparatory public school options.

### **Opposition to the Proposals**

Rather than overt opposition to these proposals, we encountered many organizations who support them but offered feedback on how to make them more responsive to community needs (see specific feedback in Response 3c-Evidence of Outreach). These conversations strongly suggest that members of the community support charter schools that engage meaningfully with them and commit to solving the most important challenges facing public education. We are confident our sample of individuals and organizations is broadly representative of the communities we intend to serve, and we believe that the highly politicized rhetoric of a few loud voices in the charter school debate simply do not reflect the nuanced understanding of educational needs among community residents and leaders. For example, prominent charter opponent Zakiyah Ansari of the Alliance for Quality Education ("AQE") was invited to another Achievement First charter school in Brooklyn, and members of her team toured the school. While they did not voice support for these proposals, the discussion revealed significant overlap in the educational priorities of AQE and Achievement First, specifically as relates to genuine family and community engagement, and establishing better system-wide practices for supporting effective co-locations (the large majority of which do not involve charter schools). By engaging face to face with these organizations and actively participating in community networks like the Bushwick CPP, we have established a set of relationships that will allow AF Brooklyn Charter Schools 10 & 11 to collaborate meaningfully with the communities we serve to improve educational opportunities.

Evidence of the community support described above, including letters of support, petition signatures and daycare centers visited, are included in Response 14(c).

## Evidence of Community Support

<b>CSD</b>	<b>Support</b>
<b><i>CSD 16 (Bedford Stuyvesant)</i></b>	<p><b>Elected official support:</b></p> <ul style="list-style-type: none"> <li>• State Assembly Member Walter Mosley</li> </ul> <p><b>Community Organization support:</b></p> <ul style="list-style-type: none"> <li>• Bedford Stuyvesant Community Partnership Program</li> <li>• Good Shepherd Services</li> <li>• Jumpstart</li> <li>• Friends of Crown Heights</li> </ul> <p><b>Applications Per Seat: 5</b></p> <p><b>Signatures in support: 165</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Bedford Stuyvesant Block Party</li> <li>• Children’s Corner Daycare Center</li> </ul>
<b><i>CSD 17 (Crown Heights)</i></b>	<p><b>Elected Official Support:</b></p> <ul style="list-style-type: none"> <li>• State Assembly Member Walter Mosley</li> </ul> <p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Jumpstart</li> <li>• Friends of Crown Heights</li> </ul> <p><b>Applications Per Seat: 11</b></p> <p><b>Signatures in support: 62</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Crown Heights door knocking</li> </ul>

<p><b><i>CSD 23 (Brownsville)</i></b></p>	<p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Brooklyn College Early Childhood Development Center</li> <li>• Jumpstart</li> <li>• Brownsville Multi Service Center</li> <li>• Brownsville Recreation Center</li> <li>• The Community Coalition of East New York</li> </ul> <p><b>Applications Per Seat: 8</b></p> <p><b>Signatures in support: 308</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Penn Avenue Train Station</li> <li>• Intersection of Pitkin and Saratoga</li> </ul>
<p><b><i>CSD 32 (Bushwick)</i></b></p>	<p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Hope Gardens Community Center</li> <li>• ACE Integration Daycare Center</li> <li>• Bushwick Community Partnership Program</li> <li>• Brooklyn College Early Childhood Development Center</li> <li>• Friends of Crown Heights</li> <li>• Salvation Army Bushwick After School</li> <li>• Bushwick United Headstart 77</li> </ul> <p><b>Applications Per Seat: 5</b></p> <p><b>Signatures in support: 489</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• John Coker Daycare Center</li> <li>• Brisboy Park</li> <li>• Maria Hernandez Park</li> <li>• Bushwick CPP Arts Fair</li> </ul>

UJIMA Community Working Together Inc. with Achievement First,  
BMCI Bushwick Community Partnership And New Jerusalem United Methodist Church

# ARTS & CRAFTS

## ON THE LAWN

SATURDAY, JUNE 28<sup>th</sup> 12pm-4pm

484 Knickerbocker Avenue

FOOD, FUN,  
SNACKS &  
GIVEAWAYS

### Children's Activities:

- Arts and Crafts
- Story Time
- Games
- WIN Prizes in the "What Does the summer mean to you?" essay contest.

Looking for a Charter School 1st Grade Class, Pre-K, Child Care or Summer Camp? Community Partners will be there to help you find it.



STORY TIME BY



  
**Achievement First**  
PUBLIC CHARTER SCHOOLS  
[www.achievementfirst.org](http://www.achievementfirst.org)

**BMCI**  
Bushwick Community  
Partnership Program



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Andrea Battie	Bushwick	andrea Battie	06-19-14
Raymon Battle	Bushwick	Raymon Battle	06-19-14
Deborah Battle	East Bushwick	Deborah Battle	06-19-14
Nafasha Brown	Bushwick	N Brown	6-19-14
Russell Moore	Bushwick	R Moore	6-19-14
SHARON RICHARDS	BUSHWICK	[Signature]	10/6/2014
Tamara Cole	East NY	Tamara Cole	6/19/2014
Lisa Robin	Canarsie	[Signature]	6/19/2011
Felicita Romero	Bushwick	[Signature]	6/19/14
FRANKLIN LOZADA	Bushwick	F-L	6-19-14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Angelina Alicea	Bushwick	Angelina Alicea	6/19/14
Jessica Feliciano	Bushwick	Jessica Feliciano	6/19/2014
Angel R. Polanco Diaz	Bushwick	Angel R. Polanco Diaz	6/19/14
Julissa Acosta	Bushwick	Julissa Acosta	6/19/14
Lilibeth Acosta	Bushwick	Lilibeth Acosta	6/19/14
Ramon Reyes	Bushwick	Ramon Reyes	6/19/14
NORMA DE LOS SANTOS	Bushwick	Norma de los Santos	6/19/14
Lidia Ortiz	Bushwick	Lidia Ortiz	6/19/14
Cynthia Ortiz	Bushwick	Cynthia Ortiz	6/19/14
Felicia Burton	Crown Heights	Felicia Burton	6/19/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Wendy Garcia	Bushwick	Wendy Garcia	6/9/14
Demetra Frampton	Bushwick	Demetra Frampton	6/12/14
Lyndsi Hayes	Bushwick	Lyndsi Hayes	6/12/14
Alba Torres	Bushwick	Alba Torres	6/12/14
Jillian Ross	Astoria	Jillian Ross	6/12/14
Ali Appel	Union Sq.	Ali Appel	6/12/14
Mildred Vilella	Richmond Hill	Mildred Vilella	6/19/2014
Ryan Willm	Park Slope	Ryan Willm	6/19/2014
Sade' Johnson	Midwood	Sade' Johnson	6/19/2014
Rogers Williams	Fort + Greene	Rogers Williams	6/19/2014

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Cari da hugo	Bushwick	Cari hugo	6/6/14
Nydia Olas	Bushwick	Nydia Olas	6/6-14
Alicia Warner	Crown Heights	Alicia Warner	6-6-14
Anche Taylor	Bushwick	Anche Taylor	6-6-14
Miles Davis	Brooklyn	Miles Davis	6-6-14
Deirdre Battle	Brooklyn, NY	Deirdre Battle	6-6-14
Alanna West-Fields	Queens NY	Alanna West-Fields	6-6-14
Josun Mrakovic	Queens, NY	Josun Mrakovic	6/9/14
Jose Diaz	Jamaica NY	Jose Diaz	6/9/14
Miriam Montelli	Bushwick	Miriam Montelli	6/9/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dorothy Saint-Surin	BKlyn	Dorothy S.	6/6/14
Maggie Santiago	BKlyn	M. Santiago	6/20/14
Melvin Swain	Queens	Mel Swain	6/6/14
Gail Raghobar	Queens	Gail Raghobar	6/6/14
GAIL EARL O'NEAL	Manhattan	G. O'Neal	6/6/14
GINA KAMNIT	QUEENS	G. Kamnit	6-6-14
STANLEY Jenkins	BRONX	Stanley Jenkins	06.06.14
LORRAINE Rubino	Queens	Lorraine Rubino	6-6-14
Henry Lyons	Queens	H. Lyons	6/6/14
Cristian Fuentes	Queens	C. Fuentes	6-6-14
Maria Santiago	BKLYN	Maria Santiago	6-6-14
Rosa Zosque	BKLYN	Rosa Zosque	6-6-2014
PABLO SALINAS	BRUN	P. Salinas	6-6-2014
Marilyn Gonzalez	QUEENS	Marilyn Gonzalez	6-6-2014



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rico Dericé	New York	R Dericé	6/6/14
Nickie Rote	Brooklyn	Nickie Rote	6/6/14
Michael Howard	Brooklyn	Michael Howard	6/6/14
Boya Fitzgerald	Manhattan	Boya Fitzgerald	6/6/14
Anibal Crespo	BKlyn	A. Crespo	6/6/14
Samuel Ud	BKlyn	Samuel Ud	6/6-14
Ebony Lufford	BKlyn	E. Lufford	6-6-14
Marie Cash	Bushwick, BKlyn	Marie Cash	6/6/14
Shanae Scott	Bushwick	Shanae Scott	6/6/14
Sandra Roman	Bushwick	Sandra Roman	6/6/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Felicia Belton	Bushwick	Felicia Belton	6-7-14
Andrea Green	Bushwick	Andrea Green	
LEONARD BOYCE	BUSHWICK	Leonard Boyce	6-7-14
Jacqueline Russell	Bushwick	J. Russell	6-7-14
Lucinda Garun		Lucinda Garun	6-7-14
Adrienne Cumberbatch	Bushwick	Adrienne Cumberbatch	6-7-14
Loretta Evans	Bushwick	Loretta Evans	6-7-14
Antoysha Hunt	Bushwick	Antoysha Hunt	
Tony Camyl	Bedstuy	Tony Camyl	6/7/14
Jazzmin Edley	Bedstuy	Jazzmin Edley	6/7/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

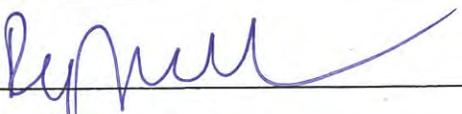
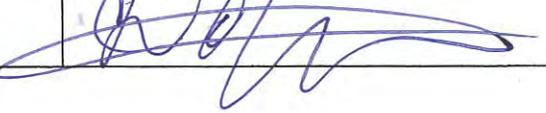
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Belinda Patan	Bushwick	Belinda Patan	4/7/14
Tasha Mendez	Bushwick	Tasha Mendez	4/7/14
Linda Jones	Bushwick	Linda Jones	
Nelson Cramer	Bushwick	Nelson Cramer	4/7/14
Bianca Carino	Bushwick	BC	6-7-14
David Good	Bushwick	David Good	6-7-14
Mike Schinas	Bushwick	Mike Schinas	6-7-14
Eric Schumway	Bushwick	Eric Schumway	6/7/14
Frances Johnson	Bushwick	Frances Johnson	6/7/14
Michael Nony	Bushwick	Michael Nony	



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JAMES KWAME	QUEENS	James	06-09-14
Anthony Rodriguez	Bushwick	Anthony Rodriguez	06-9-14
Carvin Skidmore	Bushwick	Carvin Skidmore	06-09-14
Marcos Castillo	Bushwick	Marcos Castillo	6-9-14
David Sanders	Bushwick	David Sanders	6-9-14
Vinda Bristol	Bushwick	Vinda Bristol	6/9/14
Sheldon Mitchell	Bushwick	Sheldon	6/9/14
Dora Zuniga	Bushwick	Dora Zuniga	6/9/14
Reina Ruiz	Queens	Reina Ruiz	6-9-14
Jishana Forbes	Brooklyn	Jishana Forbes	6/9/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ryan Reardon	East Village		6/9/14
Berkeley Emmett	Windsor Terrace		6/9/14
John Lawrence	Brooklyn		6-9-14
Lewis Talmann	Red Hook		6/9/14
<del>Ydania</del> <del>Seares</del>	Brooklyn		6/9/14
	Brooklyn		6/9/14
Brenden Johnson	Bushwick		6/9/14
Tahchae Brown	Bushwick		6-9-14
Jessica Kane	Bushwick		6/9/14
Dashawn Lynch	Bushwick		6-9-14

Adrienne Loiseau

①



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Bonita Haskins	Brooklyn	Bonita Haskins	6/6/14
Linda Salley	Brooklyn	Linda Salley	6-6-14
Deborah Walston	Brooklyn	Deborah Walston	6/6/14
Anneys Rodriguez	Queens	Anneys Rodriguez	6/6/14
Marta Lopez	Brooklyn	Marta Lopez	6/6/14
Toy M. Wingate	New Rochelle, NY	Toy M. Wingate	6/6/14
Tom Faulkner	Middleton, NJ	Tom Faulkner	6/6/14
Wilhelma Beatty	Queens	Wilhelma Beatty	6/28/14
RICHARD PARKER	Queens	Richard Parker	6/28/14
Marlene M. Legaspi	Millstone, NJ	Marlene M. Legaspi	6-30-14

Adrienne Loiseaux (2)

John Coker Day Care



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Seth O'Hara	Bushwick	Seth O'Hara	6/6/14
Marcia Johnson	John Coker DEC.	Marcia Johnson	6/6/14
John Kellum	Bushwick	John Kellum	6/6/14
Brandon Jones	Bedstuy	Brandon Jones	6/6/14
Don Muzac	BEDSTUY	Don Muzac	6/6/14
Shatena Lindsey	bedstuy	Shatena Lindsey	6/6/14
Daniel Lindsey	bedstuy	Daniel Lindsey	6/6/14
Ana Reyes	Bushwick	Ana Reyes	6/6/14
Aquilino Lugo	Bushwick	Aquilino Lugo	6/6/14
Otilia Guillermo	Bushwick	Otilia Guillermo	6/6/14

AF-  
↓

Adrienne Loiseau

3



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Diana Ballesteros	Kew Gardens		6/6/14
Nora Collins	South Ozone Park		6/6/14
Blake Bensen	Crown Heights		6/6/14
Amarillis Francis	West New York		6/6/14
Hannah Rich	New Orleans		6/6/14
Anna Vermaire	Pataskany		6/6/14
Jeanette Jamison	Kansas City		6/6/14
Belissa Mustafa	Bushwick		6/6/14
Irma Rosa	Bushwick		6/6/14
AMY Collazo	Bushwick		6/6/14

(Ms. Collins)

Adrienne Loiseau

④



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alicia Kukia	Astoria	Alicia Kukia	6/10/14
Phyllana Joseph	Bushwick	Phyllana Joseph	6/6/14
Carlos Camballe	Bensonhurst	Carlos Camballe	6/6/14
Glennys Menez	[REDACTED]	Glennys Menez	6/10/14

(Ms. Collins)

Adrienne Loiseau (5)

John Coker Day Care



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Seth O'Garro	Bushwick	Seth O'Garro	06/09/14
Valerie Melvin	Bushwick	Valerie Melvin	06/09/14
Carmen DeLos Santo	Bushwick	Carmen DeLos Santo	06/09/14
Jessie Waters	Bushwick	Jessie Waters	06/09/14
Alida Singleton	Bushwick	Alida Singleton	06/09/14
John H.	Bushwick	John H.	06/09/14
D. Mitchell	Bushwick	D. Mitchell	06/09/14
Mykelina Chiu	Bushwick	Mykelina Chiu	06/09/14
Brianne Small	Bushwick	Brianne Small	06/09/14



Adrienne Loiseau-

①

Brooklyn Old Timers Foundation

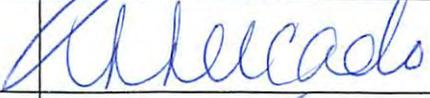
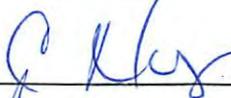
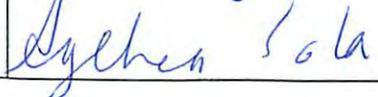


I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JANILE HALLETT	QUEENS	Janile Hallett	6/28/14
Stacy Datcher	Foot Greene	Stacy Datcher	6/28/14
Tamara Hallett	EAST NY BRONX	Tamara Hallett	6/28/14
RONALD BARWELL	Jamaica NY	Ronald Barwell	6/28/14
Roger Barwell	JAM. NY	Roger Barwell	6/28/14
GEORGE N BENJAMIN	JAM NY	George Benjamin	6/28/14
Ann Wilkinson	N.Y	Ann Wilk	6/28/14
Peter Holmes	Bedford Stuyvesant, BK	Peter Holmes	6/28/14
Alanna Carter	Williamsburg	Alanna Carter	6/28/14
JEAN E BENJAMIN	Jamaica NY	Jean E Benjamin	6/28/14



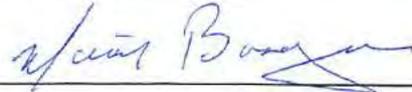
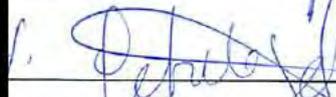
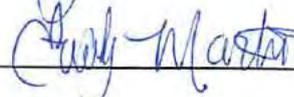
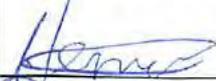
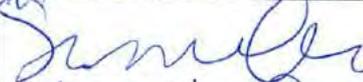
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JAMELL ZEID	CAVARSIE		6/29/14
MARIELLA MERCADO	RIDGEWOOD		6/28/14
EDDIE HERNANDEZ	RIDGEWOOD		6/28/14
DIGNA MORALES	BUSHWICK		6-28-14
Tishani Browne-Fortune	Bushwick		6-28-14
Tonya Andain	Bushwick		6-28-14
Doreen Manserata	Bushwick		6-28-14
Brianna Caraballo	Bushwick		6-28-14
Guido Alvarez	Bushwick		6/29/14
Ayeha Sola	Bushwick		

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Daisy Jimenez	Bushwick	Daisy Jimenez	
Rosalina Gomez	Bushwick	Rosalina Gomez	
Vanessa Ramos	Bushwick	Vanessa Ramos	
Leone I. Colectro	Bushwick	Leone I. Colectro	
Ezequiel De la Merced	Bushwick	Ezequiel De la Merced	
Alejandra Fawcett	Bushwick	Alejandra Fawcett	
Alicia Rojas	Bushwick	Alicia Rojas	
Luis Varquez	Bushwick	L. Va	
Mary Rivera	Bushwick	Mary Rivera	
Heraldo Somarriva	Bushwick	Heraldo Somarriva	
Issaura Somarriva	Bushwick	Issaura Somarriva	

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Casla Robison			6.28.14
Miriana Bosques			6-28-14,
Materida Eguind		Materida Eguind	6/28/14
Gabriela Gonzalez			6/28/14
Kate Sun	Bushwick		6/28/14
Emily Martinez	BUSHWICK		6/28/14
Lisette Martinez	Bushwick	Lisette Martinez	6/28/14
Henry Soriano	BUSHWICK		6/28/14
Samantha M.	East NY		6/28/14
Jamie Batista	Bushwick	Jamie Batista	6/28/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Chiola Parker	Crown Heights	Chiola Parker	6/19/14
Rashawn Jacobs	Williamsburg	Rashawn Jacobs	6/19/14
Collin Clarke	Brownsville	Collin Clarke	6/19/14
Julia Jones	Bushwick	Julia Jones	6/19/14
Najah Graham	Bushwick	Najah Graham	6-19-14
Shante Watson	Bushwick	Shante Watson	06-19-14
Jasmine Allen	Bushwick	Jasmine Allen	June 19, 2014
Justine Craickshank	Bushwick	Justine Craickshank	06-19-14
Diane Bennett	CARSI E	D. Bennett	6-19-14
Enifa Agosto	Bushwick	Enifa Agosto	6-27-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE
Loundes Jenkins	Harlem (Washington Heights)	Loundes Jenkins
Clare Stein	Williamsburg	Clare Stein
Jamaree Dow	East New York	Jamaree Dow
Jaden Dow	East New York	Jaden Dow
Elmara Sarpong	Flatbush	Elmara Sarpong
AARON PANTOJA	Bushwick	AARON
ILIZA RODRIGUEZ	Bushwick	ILIZA RODRIGUEZ
Sarah Aguilar	Bushwick	Sarah Aguilar
Bryan Martinez	Bushwick	Bryan Martinez
Steven Tementel	Bushwick	Steven Tementel

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Cassandra Collins	Brooklyn	C Collins	6/19/14
Whitman Peete	Bed Stuy - BK	Whitman Peete	6-19-14
Walter Rampa	Brooklyn	Walter Rampa	6-19-14
Duncan Myers	Brooklyn	Duncan Myers	6-19-14
Rosa Medina	Brooklyn	Rosa Medina	6-20-14
Rosa Cruz	Brooklyn	Rosa Cruz	6-20-14
Yamari Torres	Brooklyn	Yamari Torres	6/20/14
Alvin Deas	Bed-stuy	Alvin Deas	6/20/14
Ciara Roman	Bed-stuy	Ciara Roman	6/20/14
Maria Trujillo	Canarsie	Maria Trujillo	6/20/14



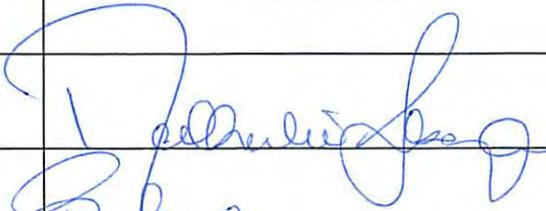
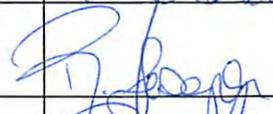
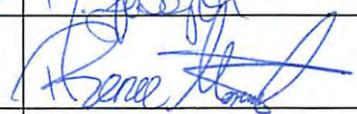
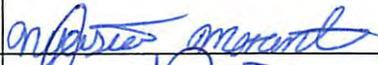
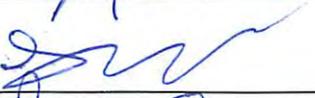
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Concepcion Mantilla	Bushwick	Concepcion Mantilla	6/11/14
Cathy Blevins	Bedford Stuyvesant	Cathy Blevins	6/11/14
Angie Phillips	Cobble Hill	Angie Phillips	6/11/14
Plamanta Mantilla	Bushwick	Plamanta Mantilla	6/11/14
Tracey Babb	Queen NY	Tracey Babb	6/11/14
Ebonie Daley-Hicks	Crown Heights	E. Hicks	6/11/14
Joyce Wright	BKLYN NY 11224	Joyce Wright	6/14/14
Joel Chibbers	queens ny	Joel Chibbers	6/14/14
Charisse Artis	Queens, NY	Charisse Artis	6/14/14
L Watson	BKLYN, NY	L Watson	6/14/14

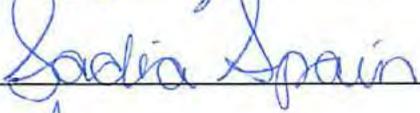
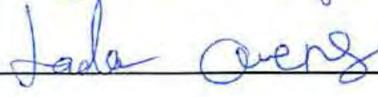
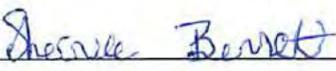
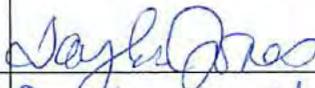
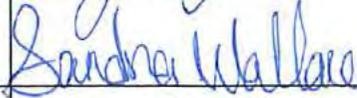
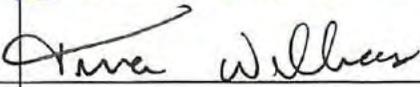
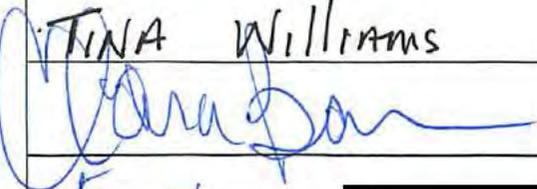
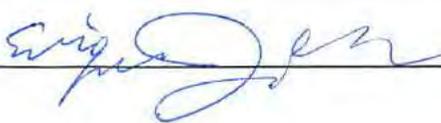
I support the opening of additional Achievement First K-12 charter schools in  
 my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Michelle Wright	Bed Stuy	Michelle Wright	6/14/2014
Sarinae White	Bed stuy	Sarinae White	6/14/2014
Diane - Brinson	Coney Island	Diane Brinson	6-14-2014
Datama Cabbie	Bed stuy	Datama Cabbie	6-14-2014
Faada Paris	Bushwick	Faada Paris	6-14-14
Angela Williams	Bushwick	Angela Williams	6/14/14
Flora King	CANARSIE	Flora King	6/15/14
Tiffany Gunn	Williamsburg	Tiffany Gunn	6/15/14
Jazlyn Gunn	Canarsie	Jazlyn Gunn	6-15-14
MOSTA SHORT	bed sty	MOSTA SHORT	6-15-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Nathalie Joseph	Bed Stuy		6/15/14
Rosemonde Joseph	Bed Stuy		6/15/14
Renee Morant	Sunset Park		6/15/14
Nyssia Morant	Sunset Park		6/15/14
Tina Baker	Brownsville		6/15/14
Dommonique Desilva	St. Albans		6/15/14
Ila Joseph			6/15/14
Latisha Crawford	EAST N.Y		6/15/14
Carolyn Dale	North-Haven		
Gloria Bennett	Bushwick		6/15/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shamar Longston	Brownsville		6-15-14
Darius Longston	Brownsville		6-15-14
Sadia Spain	Canarsie		6-15-14
Jada Owens	Sunset park		6-15-14
Sherice Bennett	Bushwick		6-15-14
Taylor Jones	Brownsville		6-15-14
Sandra Wallace	ENY		6-17-14
TINA Williams	ENY		6-17-14
	Bushwick		6/17/14
ENRIQUE 	Bushwick		6/17/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Januari Patterson	Bushwick Ave	Januari	6/17/14
Kellarnie McLean	Flatbush	J. McLean	6/17/14
Dawn Voss	East New York	Dawn Voss	6/19/14
Denise Collado	Bushwick	Denise Collado	6/19/14
Agnes Bishop	Flatbush	Agnes Bishop	6/19/14
Lauren Lilly	Bay Ridge	Lauren Lilly	6/19/14
Katherine Canales	Bushwick	Katherine Canales	6/19/14
<del>Katherine</del> Edas Canales	Bushwick	<del>Katherine Canales</del>	6-19-14
Jose Angulo	Bushwick	<del>Jose Angulo</del>	6-19-14
Rafael Collado	Bushwick	Rafael	6-19-14



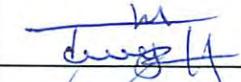
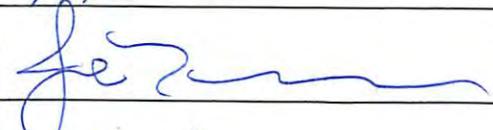
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rona Yancey	Manhattan		6/18/14
TULA RICHARDS	Brooklyn		6/28/14
Mary Shurtz	Ditmas Park		6/19/14
Lucas Mohr	Manhattan		6/19/14
ZAFFI OROCHI	Manhattan		6/19/14
Claire Shin	Manhattan		6/19/14
OLIVER MENDOZA	Queens		6/19/14
Adam Schwartz	Brooklyn		6/19/14
Chiamaka Omuorogbolu	Brooklyn		6/19/14
Eric Seely	Brooklyn		6/19/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Monique Smith	East New York	Monique Smith	6/19/14
Tracey Johnson	Brownsville	T. Johnson	6/19/14
Teresa Stewart	Flatbush	T. Stewart	6/19/14
Gisela Meadez	Bushwick	Gisela Meadez	6/19/14
Linda Chusgnus	East New York	Linda Chusgnus	6/19/14
Ashley James	East New York	Ashley James	6/19/14
Claudine Bradford	Brownsville	Claudine Bradford	6/19/14
JENNIFER CLOVIS	EAST NEW YORK	Jennifer Clovis	6/19/14
Rubin Canty	EAST NEW YORK	Rubin Canty	6/19/14
Jemela Daniels	East New York	J. Daniels	6.19.14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Oliver Roach	Bed stuy		6/19/14
Toni Harrington	ENVY		6/19/14
Bree Sparrow	Bed stuy	Bree Sparrow	6/19/14
Maria Rodriguez	Bed stuy		6/19/14
Lana Stevenson	CROWN HEIGHT	Lana Steve	6/19/14
Tatiana Alkinson	CROWN HEIGHT	R Alkinson	6/19/14
Patrick & Stephanie Allen	ENVY	P. Allen	6/19/14
JAMES E. Phillips	Bed stuy		6/19/14
Angie Phillips	Cobble Hill	A Phillips	6-19-14
Christopher Ortiz	Bushwick		6-19-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcy Knight	Bedstuy	Marcy Knight	6/19/2014
Markise Gonzalez	East New York	Markise Gonzalez	6/19/2014
Kisha Knight	Bedstuy	Kisha Knight	6/19/2014
Peter Uwalaka	Bedstuy	Peter Uwalaka	6/19/2014
Andre Wright	Bedstuy	Andre Wright	6/19/14
Katie Pollom	Bedstuy	Katie Pollom	6/19/2014
Angie Phillips	Cobble Hill	A Phillips	6.19.2014
Eliza Varner	Park Slope	Eliza Varner	6/19/14
Nicholas Profeta	Upper East Side	N. Profeta	6/19/14
Marc Sachse	Midtown W.	M. Sachse	6/19/14

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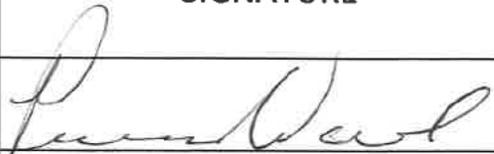
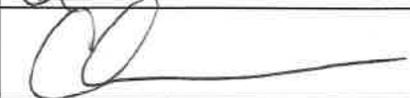
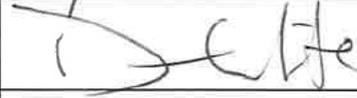
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jess Holiday	[REDACTED]	Jess Holiday	6/14/14
Charlotte Gardner	[REDACTED]	[REDACTED]	6/14/14
Jean Fedorak	Clinton Hill	[REDACTED]	6/14/14
Daniel Quroz	Bedstuy	Daniel Quroz	6/14/14
Tyrea Robbins	Bushwick	Tyrea Robbins	8/14/2014
Shakira Bolder	Bedstuy	Shakira Bolder	6/14/14
Vicki Kendrick	Brownsville	Vicki Kendrick	6/14/14
BARBARA Linchey	Crown Heights	[REDACTED]	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Kisten	SC	J Kisten	6/14/14
Sharon Lewis	Bronx	Sharon Lewis	6/14/14
Maudie Heary	Bklyn	Maudie Heary	6/14/14
Lori Blackman	SC	Lori Blackman	6/14/14
IFFAT KHAN	SC	iffat Khan	6/14/14
Fritz Coupet	SC	Fritz Coupet	6/14/14
Amanda James	DG	A James	6/14/14
Faith JAMES	SC	Faith James	6/14/14
LOUISE DENNIS	SC	L Dennis	
Frank M. G. G.	SC	F. MAREAZZO	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Priscilla Ward	S.C		6/14/14
Quiana Murphy	SC		06/14/14
Charmaine Camose	SC		6/14/14
Janet Torres	S.C		6/14/14
Donovan White	S.C.		6/14/14
MARIE DOMINIQUE	SC		6/14/14
DARREN SALDANA	S.C.		6/14/14
Ivette Newland	SC		6/14/14
Ana Scho-Olivier	SC		6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Keshia McCray	Spring Creek	Keshia McCray	6/14/14
Ganto Stephanie	Spring Creek	A. de AJ	6/14/14
BARON C SANDERS	SPRING CREEK	DC Sanders	6/14/14
Linda Sanders	Spring Creek	Linda Sanders	6/14/14
Florence Livingston	Spring Creek	Florence Livingston	6/14/14
Michelle Livingston	Spring Creek	Michelle Livingston	6/14/14
Valerie BOZEMAN	Spring Creek	Valerie Bozeman	6/14/14
Denise Durant	EAST NEW YORK	Denise Durant	6-14-14
Barbara Jenkins	CROWN HEIGHT	Barbara Jenkins	6-14-14
Shareen Henderson	SC	Shareen Henderson	6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Virginia Camacho			
Na-Shm I	Springcreek	Virginia Camacho	6-14-14
Na-shon Johnson	Springcreek	Na-shon Johnson	6-14-14
Lenford Campbell		L. Campbell	6-14-14
Joel Andrews	Spring creek	[Signature]	6/14/14
ANGELA RIVERA	[REDACTED]	Angela Rivera	6-14-14
Sandra Weed	Spring Creek	[Signature]	6-14-14
MARSHA SKYERS	Wick Spring Creek	M. Skyers	6/14/14
V. Quinn	Spring Creek	[Signature]	6/14/14
Almad Leo	Bobby	Almad Leo	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Raymond Lewis	Starrett City		6/14/14
TAMMY KIRKLAND	Brownsville		6/14/14
CYNTHIA WILSON	STARRETT	Cynthia Wilson	6/14/14
MARITZA Duarte	starrett	Maritza Duarte	6/14/14
Maricel M. Cuyut	Starrett City	M. Cuyut	6/14/14
Avilio Abario	STARRETT		6/14/14
MARK CESARZ	WOODSIDE	Mark	6/14/14
Bob Davian	WOODSIDE	Bob Davian	6/14/14
Rosanna Rhaburn	Bedstuy		6/14/14
CENNENCIA WEARY	STARRETT CITY		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Melinda Cruz	Starrett City	Melinda Cruz	6/14/14
Yvonne Brunet	Starrett City	Yvonne Brunet	6-14-14
Dawn Campbell	Starrett City	D. Campbell	6-14-14
Shatima Vincent	Starrett City	S. Vincent	6-14-14
Robert Diaz	Starrett city	R. Diaz	6-14-14
Clacia Manners	Canarsie	Clacia Manners	6/14/14
STANLEY BAICHU	STARRETT CITY	SB	6/14/14
Jahmal Weary	starrett city	Jahmal Weary	6/14/14
Tracie Martinez	Starrett City	T. Martinez	6/14/14
Teresa Martinez	Bensonhurst	Teresa Martinez	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Joy Griffin	SC	Joy Griffin	6/14/14
Tanaya Birk	SC	Tanaya Birk	6/14/14
Nicki Canady	SC	Nicki Canady	6/14/14
Lee Lih Lee	SC	Lee Lih Lee	6/14/14
Willie Grubb	S.C	Willie Grubb	6/14/14
Tammy Williams	S.C	Tammy Williams	6/14/14
Leonard McNight	S.C	Leonard McNight	6/14/14
Xavier Mendez	S.C	Xavier Mendez	6/14/14
Jerome Henderson	SC	Jerome Henderson	6-14-14
Linda Henderson	SC	Linda Henderson	6-14-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Steven Bennett	S.C	S. Bennett	6/14/14
Shellie D. Welsh	SC	Shellie Welsh	6/14/14
Alfonso Wiggins	SC	Alfonso Wiggins	6/14/14
Michelle Rodriguze	S.C	Michelle Rodriguez	6/14/14
Omah Becona	SC	Omah Becona	6/14/14
Sheldon S	S.C	Sheldon S	6/14/14
Dimitry Turnier	S.C	D. Turnier	6/14/14
Gladys Marfaca	SC	Gladys Marfaca	6/14/14
N. Turnier	SC	N. Turnier	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Helen Marrazzo	S.C.	Helen Marrazzo	6/14/14
Dorian Marrazzo	S.C.	Dorian Marrazzo	6/14/14
Bryan Duran	S.C.	Bryan Duran	6/14/14
Helen Noreida	Harrett City	Helen Noreida	6/14/14
Eulalio Noreida	Harrett City	Eulalio Noreida	6/14/14
John Doran	S.C.	John Doran	6/14/14
Vesley Matney		Vesley Matney	6/14/14
Barbara Barnes	SC	Barbara Barnes	6/14/14
Darrell Dungee	SC	Darrell Dungee	6/14/14
Faida Dungee	S.C.	Faida Dungee	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ebony Bailey	Starrett City	Ebony Bailey	6/14/2014
Daphne [unclear]	Starrett City	Daphne [unclear]	6/14/2014
Bessie Grant	Starrett City	Bessie Grant	6/14/2014
F. Siler	Starrett City	F. Siler	6/14/2014
Donna Price	Starrett City	Donna Price	6/14/14
Kindra Peterkin	Starrett City	Kindra Peterkin	6/14/14
Queen Smith	Starrett City	Queen Smith	6/14/2014
Eric Maldonado	Starrett City	Eric Maldonado	6/14/14
Mary L. Chapman	S.C.	Mary L. Chapman	6-14-14
Jennifer Greenaway	Starrett City	Jennifer Greenaway	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annette Simmons	GC East New York	Annette Simmons	6/14/14
Carmen Camacho	<del>GC</del> SC	Carmen Camacho	6/14/14
Irene Wallace	GC	Irene Wallace	6-14-14
Gloria Thomas	GC	Gloria Thomas	6/14/14
Donna Smith	SC	D. Smith	6/14/14
Jennifer Atkins	SC	Jennifer Atkins	6/14/14
Marina Reyn	SC	Marina Reyn	6/14/14
Shirley And	SC	Shirley And	6/14/14
Rethorn Ford	SC	Rethorn Ford	6/14/14
A. Ford	SC	A. Ford	6/14/14

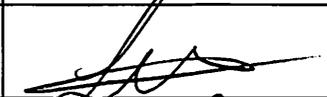
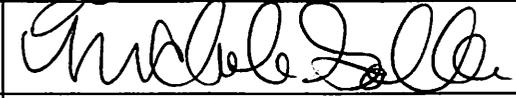
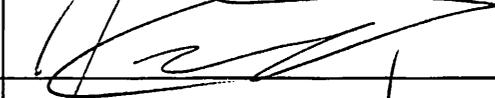
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kerline Mercius	ST	Kerline Mercius	6-14-14
Bertha Holmes	SC	Bertha Holmes	6-14-14
Claudine Pierre Louis	SC	Claudine Pierre Louis	6-14-14
Robert Isaac	SC	Robert Isaac	6/14/14
Brittany Anderson	SC	Brittany Anderson	6/14/14
Monica Dwyer	SC	M Dwyer	6-14-14
Giovanna Vernon	SC	G Vernon	6/14/14
Shawna Cooper	SC	Shawna Cooper	6/14/14
Joseph RBT		Joseph RBT	6/14/14
Stewart Rind		Stewart Rind	6/14/14

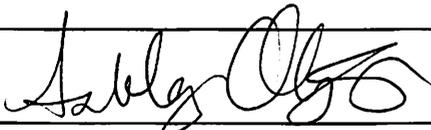
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annie Belle James	SC	Annie Belle James	6/14/14
AVA BECKWITH	SC	Ava Beckwith	6/14/14
Valerie L. Galloway	SC	Valerie Galloway	6/14/14
Alyssa Sealey	SC	Alyssa Sealey	6/14/14
Elaine Danks	SC	Elaine Danks	6/14/14
Louis Alleyne	SC	Louis Alleyne	6/14/14
Jackie Hardy	SC	Jackie Hardy	6/14/14
Michelle Britton	SC	Michelle Britton	6/14/14
Sidaine Sezebisck	SC	Sidaine Sezebisck	6/14/14
<del>Suzanne</del>	SC	<del>Suzanne</del>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Mitsuham Hadeishi	Bushwick		6/15/14
Gokce SENER	Bushwick		6/15/14
NIKI GOLLAN	Ridgewood		6/15/14
Nour Hadidi	Williamsburg		6/15/14
Molly Brisebois	East Village		6/15/14
Amy Jazzlyn	Bushwick		6/15/14
Josh Carter	Bushwick		6/15/14
Jean Cheryl	Bushwick		6/15/14
MUSTAFA ALROASAN	Bushwick		6/15/14
Ahmad Abdo	Bushwick		6-15-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ashley Ortiz	Corona		06/15/14
Delroy Johnson	Ridgewood'		6/15/14
Siyada Khan	central		6/15/14
Charmy Burton	Bedstuy		6/15/14
Vanessa molina	Bushwick	Vanessa molina	6/15/14
Narcisa Dutea	Brooklyn	<del>Narcisa Dutea</del>	6/15/14
Andrea Andrade	Brooklyn	Andrea Andrade	6/15/14
Mario Bernande	Brooklyn	Mario Bernande	6/15/14
Rocio Moranchel	Brooklyn		6/15/14
Yamel Frias	Brooklyn		6/15/14

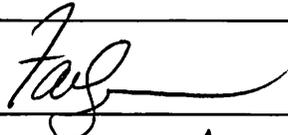
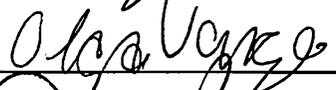
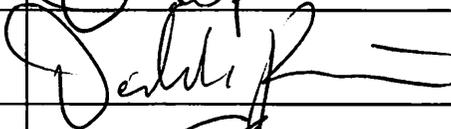
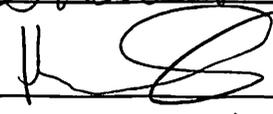
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tiray Gordon	East New York	Tiray Gordon	6-15-14
Mayra Human	Ridgewood	Mayra	6-15-14.
Mery Chan	Bushwick	<del>Mery Chan</del>	6-15-14
Joylyn DeHoney	Bushwick	Joylyn DeHoney	6-15-14
Helean Gouez	Bushwick	Helean Gouez	6-15-14
Holises M.		Holises M.	6-15-14
Alvaro Miranda	Bushwick	Alvaro Miranda	6-15-14
Francis Estevez	Glendale	Francis Estevez	6-15-14
Chrissy Birriel	Bushwick	Chrissy Birriel	6/15/14
Shann Chance	Bushwick	Shann Chance	6/15/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Abdullah Ali: <del>James</del>	Bushwick	Abdullah Ali James	06/15/2014
<del>Abdullah Ali</del>	Bushwick	<del>Abdullah Ali</del>	06/15/2014
Dark Heredia	Bushwick	Dark Heredia	06/15/2014
Francisco Rosario	Bushwick	Fco. Rosaro	
Joshua Ojeda	Glendale	Joshua Ojeda	6/15/14
Leticia Navarrete	bushwick	Leticia	6/15/14
Azuena Luna	Bushwick	Azuena	6/15/14
Marcia Perez	Bushwick	Marcia Perez	6-15-14
Michelle Vassallo	Bushwick	Michelle Vassallo	6-15-14
Andrea Perez.	Bushwick	Andrea S.	6-15-14.

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Faith Brown	Bushwick		6/15/14
EMMET ELIOT	RIDGEWOOD		6/15/14
Anudari Amarturshin	Woodside		6/15/14
Olga Vargas	Ridgewood		6/15/14
David, Rivera	Ridgewood		6/15/14
Debbie, Rivera	Ridgewood		6-15-14
Monique Sterling	Queens		6/15/14
Shantal Horie	Bushwick		6/15/14
Kenneth Sacas	Bushwick		6/15/14
Shantal Horie	Bushwick		

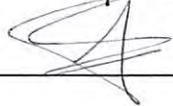
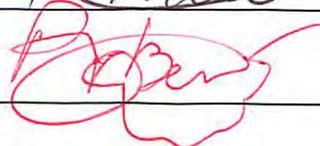
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
DEON LOWE	Bushwick	Deon Lowe	06/04/14
Japha Cenn	Little Neck	Japha Cenn	06/07/14
Sebastian Toste	Lawrence	Sebastian Toste	— 11 —
Binhua Wang	Flushing	Binhua Wang	06/07/14
Mira Daoud	Flushing	Mira Daoud	6/7/14
Shazie Bahja	Queens	Shazie Bahja	6/7/14
Simeon Krastev	Queens	Simeon Krastev	6/7/14
Maricela Reyes	Queens	Maricela Reyes	6/7/14
Alfa Santiago	Manhattan	Alfa Santiago	6/7/14
Marleni Fernandez	Queens	Marleni Fernandez	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shanice Jones	Queens L.I.C	Shanice Jones	6/14/14
Darwin Lituma	Ridgewood	<del>Shanice Jones</del>	6/14/14
Daniella Douglas	Queens NY	Vanille Pappas	6/14/14
Momia	Queens	<del>Shanice Jones</del>	6/14/14
Darjien Lucas	Queens L.I.C	Darjien Lucas	6/14
Catherine Batista	Queens	Catherine Batista	6/14/14
Kazumi Yamazaki	Manhattan	<del>Shanice Jones</del>	6/14/14
Bryan Cotto	Queens	Bryan Cotto	6-14-14.
Jalis Civil	<del>Queens</del> Brooklyn	Jalis Civil	6-14-14
Kyle St. Paul	<del>Queens</del> Woodside	Kyle St. Paul	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Magali Perez	Queens	Magali Perez	6-7-14
Luis Sanchez	Queens	Luis Sanchez	6-7-14
Jahir Palgot	Queens	Jahir Palgot	6-7-14
Pamela Dolma	Queens		6-7-14
Ivette Perez	Queens	Ivette Perez	6-7-14
Oydin Abdusamajova	Astoria/Queens	O. Abdusamajova	6-7-14
Lina Arzuman	Astoria/Queens		6/7/14
Natalie Henry	Queens	N. Henry	6.7.14
Anxhela Bahja	Queens		6.7.14
Arben Bahja	Queens		6.7.14

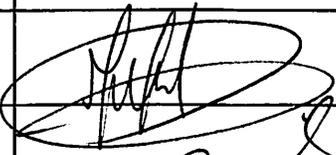
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
	Bushwick <del>Savona</del>	SALMA	5/6/2014
Elisabeth Alten	Bushwick	Elisabeth Alten	5/6/14
Neluma Rahman	Astoria	<del>Neluma Rahman</del>	6/7/14
LUIS OLIVERA	ELMHURS		6/7/14
Tania Attard	Astoria	Tania Attard	6/7/14
Sanya Forbes	Ozone Park NY	Sanya Forbes	6/07/14
Meena Rai	Jackson Height Elmurst.	Meena Rai	6/07/14
Sokol Bahja	Queens	Sokol Bahja	6/07/14
Sheena Faggs	Jamaica	Sheena Faggs	6-7-14
KALIEM HARPER	Rockaway Queens	<del>Kaliem Harper</del>	6-7-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE*	SIGNATURE	DATE
Janisa la Paz	East N.Y.	Janisa la Paz	6/14/14
Miguel Galvez	Brooklyn	Miguel Galvez	6/14/14
Tamara Davis	Brooklyn	Tamara Davis	6/14/14
Dominique Harper	Brooklyn	Dominique Harper	6/14/14
Naseem Jalil	Manhattan	Naseem Jalil	6/14/14
Elizabeth Ufendy	Bronx, NY	Elizabeth Ufendy	6/14/2014
Fatumato Jambou	Bronx, NY	Fatumato Jambou	6/14/2014
Desmond Smith	Bronx, NY	Desmond Smith	6/14/14
Radi U chowdhury	Bronx.	Radi U chowdhury	6/14/14.
Jafar A. Baber	Queens	Jafar A. Baber	6/14/14

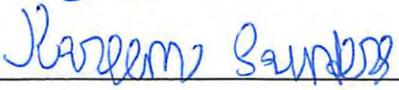
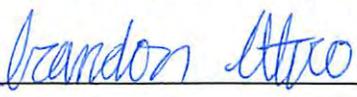
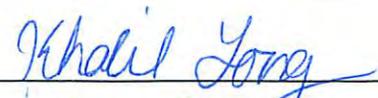
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lymik McNeil	Bushwick		June 14/2014
<del>Oliver</del>	Bushwick	<del></del>	June 14/2014
Christopher Estrella	Bushwick		
Elians Vega	Ridgewood	E. Vega	June 14/2014
Jerell Stearns	Bushwick		June 14/2014
Jeremy Mendez	Bushwick	Jeremy Mendez	June 14, 2014
<del>Oliver Ramos</del>			
Patricio Ramos	Bushwick		June 14, 2014
José Pilapud	Bushwick		June 14/2014
Mrs. Moperto	Bushwick		June 14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Titranun Aindjorn	Sunny Side, Queen	Titranun	14/06/2014
Preyakorn Sudtasri	Sunny Side, Queens	Preyakorn	14/06/2014
Dane Scarlett	Bushwick	Dane Scarlett	06-14-14.
Bryant Ruckoff	Williamsburg	Bryant Ruckoff	6-14-14
Joy Hanson	Park Slope	Joy Hanson	6-17-14
Lesbia Cruz	Kneebocker	Lesbia Cruz	6-14-14
Eartha McCormick	MAN	Eartha McCormick	6/14/14
ROSA BUETA			
Alema Acvedo Gonzalez	Bushwick	Alema Acvedo Gonzalez	6/14/14
Jacqueline Gonzalez	Ridgewood	Jacqueline Gonzalez	06/14/2014

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Zuviga	Astoria, Queens		6/14/14
Ysabelle Bismonte	Jamaica, Queens		6/14/14
JENNY LEE	WOODSIDE, QUEENS		6/14/14
DALHEA KIM	ASTORIA, QUEENS		6/14/14
Kareem Saunders	Astoria, Queens		6/14/14
Brandon Otero	Bed-Stuy - Brooklyn		6/14/14
Khalil Long	East Flatbush, Brooklyn		6/14/14
Aidan Meyba	East Harlem, Manhattan		6/14/14
Diamond Medina	Flushing, Queens		6/14/14
Kat J.	Flushing, Queens		6/14/14

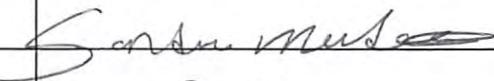
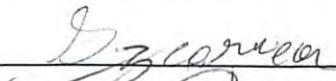
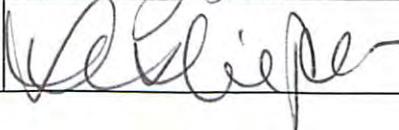
I support the opening of additional Achievement First K-12 charter schools in  
 my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Elan Harry	Corona		6/14/14
wafae belkhir	Astoria	wafae belkhir	6/14/14
Steven Delgado	Glendale	Steven D	6/14/14
Daisy Rodriguez	Corona	Daisy Rodriguez	6/14/14
Edgar Rivera	Jackson Heights	Edgar Rivera	6/14/14
Kyle St. Paul	Wood Side	Kyle St. Paul	6/14/14
Bernie Sanchez Ochoa	Kew Gardens		6/14/14
Heeter olvera	Corona	Heeter	6/14/14
Senjin Romero	Brooklyn		06/14/14
Hayden Lopez	Corona		06-14-2014

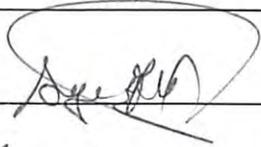
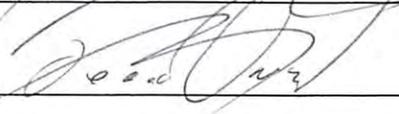
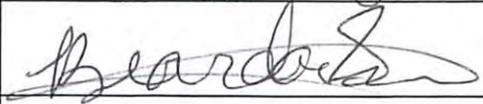
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria De los Santos	Bushwick.	Maria De los Santos	06/08/14.
Braulio Chaglle	Bushwick	<del>Braulio Chaglle</del>	06/13/14
Samantha Stella	Bushwick	Samantha Stella	06/13/14
Christina Rodriguez	Bushwick	<del>Christina Rodriguez</del>	6/13/14
Sherry & Ashley Silva	Bushwick	<del>Sherry &amp; Ashley Silva</del>	6/13/14
Mario Selgado	Bushwick	<del>Mario Selgado</del>	6/13/14
Isabel Muñoz	Bushwick	<del>Isabel Muñoz</del>	6/13/14
Yanifer Garcia	Bushwick	Yanifer Garcia	6/13/14
Maria Hernandez	Bushwick	<del>Maria Hernandez</del>	6/13/14
Angel Torres	Bushwick	Angel Torres	6/13/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
AMISHVENDY POSTA			6/14/14
Asia A. Gibson	Bushwick		6/14/14
DASHAWN PAREDES		DASHAWN PAREDES	
Alma Ruiz	Buswick		6/14/14
Sandra mendez			6/14/14
Estela Marin	Buswick		6/14/14
RAYRAY colon	Buswick	RAYRAY	6/14/14
DAMIAN CORREA	Rigwood		6/14/14
Timothy Shannon	Buswick	Timothy Shannon	6/14/14
Leslie Moran	Bushwick		06/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Segundo Maliza	Bushwick		6-14-14
William Tiban	Bushwick		
GENTRY Quispe			
Cesar Lopez	Bushwick	Antoni	
Jeremy Matos	Bushwick	Jeremy Matos	6/14/14
Dennis Serrano	Bushwick	Dennis Serrano	6/14/14
Brandon Smith	Ridgewood		6/14/14
Daouda Mangane	Brownsville	Mangane D	6-14-14
R. Risvy HASAN	Carnise		6/14/14

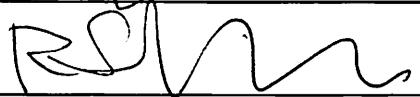
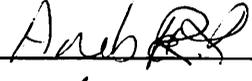
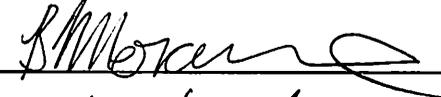
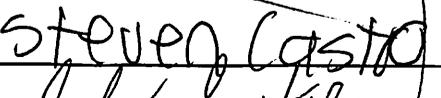
Jan David Estrada



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shawniqua Taylor	Spanish Harlem		6/5/14
Dorleni Mercede	Brooklyn New York	<del>Mercede</del>	6/5/2014
JONATHAN SANDERS	Brooklyn New York		6/5/14
Samuel Hernandez	Brooklyn		6-15-14
Ruben Herrera	Bushwick	Ruben Herrera	6/5/14
Wendy Molina	Brooklyn		06/06/14
Rosa Centeno	Brooklyn		06/06/14
Anallely Garcia	Brooklyn		06-06-14
* <del>Maria Salgado</del>	Brooklyn		06/06/14
Teresa castillo		Teresa castillo	06-6-14
Karla mahipat	Queens	Karla mahipat	6-6-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

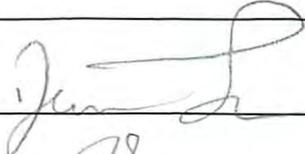
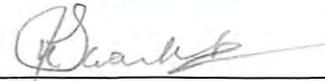
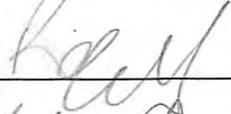
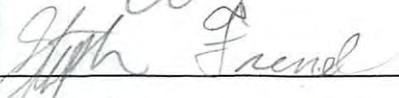
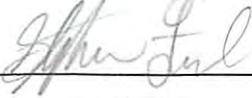
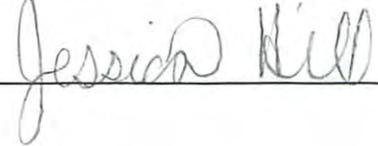
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Luis G.	Bushwick		6/15/14
David W	Bushwick		6/15/14
Emily F	Bushwick		6/15/14
Robert S.	Bushwick		6/15/14
Ana Rodriguez			6/15/14
Belinda Merceron	Bushwick		6/15/2014
Mariam Unelpassi	Bushwick		6/15/2014
Shagunta Raymond	Queens		6/15/14
Steven Castro	Queens		6-15-14
Carlos Santiago	Bushwick		6/15/14
Miguel Angel Vargas	brooklyn		6/15/14
Edwin P			

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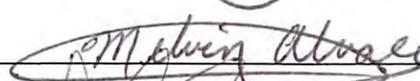
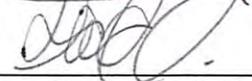
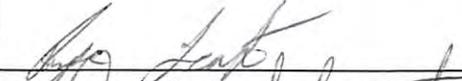
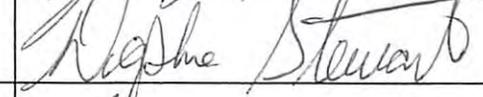
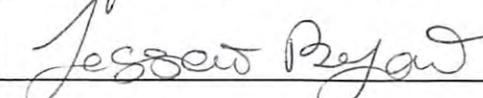
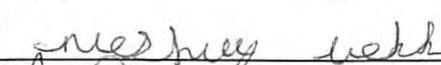
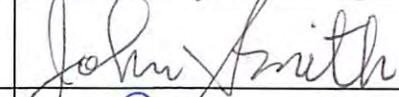
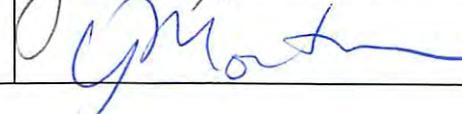
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Socorro Amaro		Socorro Amaro	6-15-14
Sinaí Amaro		Sinaí Amaro	6/15/14
Rosa Belenchi		Rosa Belenchi	6/15/14
Minerva Richardson		Minerva Richardson	6/15/14
Felice Valentin		Felice Valentin	6/15/14
Whime Palmo		Whime Palmo	6/15/14
Laura Asitimbay		Laura Asitimbay	6/15/14
Haoyang Kim		Haoyang Kim	6/15/14
Andrea Kao		Andrea Kao	06/15/2014
Aly Neil		Aly Neil	6/15/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dawn Jones	FLATBUSH		6/13/14
Michael Scantebury	FLATBUSH		6/12/14
Ashley Pessio	Prospect Lefferts Gardens		6/16/14
Pam Sacktor	Greenpoint		6/16/14
	East New York		6/16/14
	ENY		6/16/14
	Crown Heights		6/16/14
	East N.Y.		6/16/14
Jessica Hill	Bed-Stuy		6/16/14

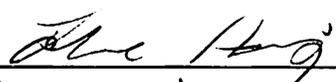
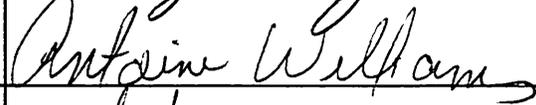
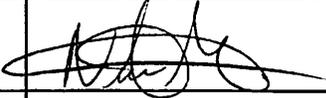
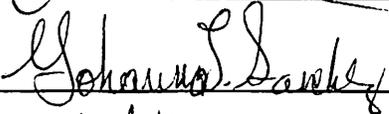
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lolita Dormer	Barbey St		6-15-14
Wanda T. Infante	ENY		6-15-14
MELVIN	ENY		6-16-14
Sade Clarke	ENY		6-16-14
Roger Leak	Sheepshead Bay		6-16-14
DAWNE STEWART	ENY		6-16-14
Jessie Boyant	ENYC		6-16-14
Nieshia Webb	ENYC		6-16-14
John Smith	ENYC		6-16-14
Yonette Mounter	Chestnut St		6-16-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jorge Acenado	Bushwick Brooklyn	Jorge Acenado	6/7/14
Shawna Thomas	Bushwick	Shawna Thomas	6/7/14
Christina Allen	Bushwick	Christina Allen	6/17/14
Angel L. Reyes	Bushwick	Angel Reyes	6/7/14
Esmael Rivera	Bushwick	Esmael Rivera	6-7-14
Margot Suarez	Bushwick	Margot Suarez	6-7-14
Tromoki Takemura	Bushwick	Tromoki Takemura	6/7/14
Alfred James	Williamsburg	Alfred James	6/7/14
Hanifa Kocain	Ozone Park	Hanifa Kocain	6/14/14
GEORGE B. BEASON	BUSHWICK	George B. Beason	6/14/14

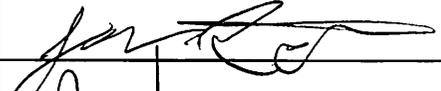
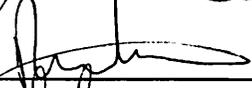
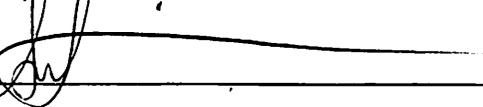
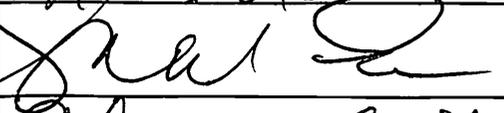
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Theodore Herring	Brownsville		6-14-04
Jenny DeDeau	East New York		6-14-14
Ernestine A. Ken	East New York		6-14-14
Stacey Lodge	Brownsville		6/14/14
Bentley Kennedy	Brownsville		06-14-14
Antoinette Williams	E. n. y.		6-14-14
Nodmy Miguel	East NY		6-14-14
Gibby K.	Bronx		6-14-14
Yohanna Sanchez	Bronx		6-14-14
Dadia Gvity	East NY		6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gloria Ayumeliran	East New York	G-Ayumeliran	6/14/14
Dawn Voss	East New York	Dawn Voss	6/14/14
Diane Zagok	East New York	Diane Zagok	6/14/2014
Desmond Miller	EAST NYONK	[Signature]	6/14/14
AMARU KNOX	BRONXVILLE	[Signature]	6/14/14
Nadine Perkins	Crown Heights	Nadine P	6-14-14
Dawn Vereen	Flatbush	[Signature]	6-14-29
Iyeshia Afston	Bushwick	Iyeshia Afston	6/14/14
Octavia Dams	City Line	[Signature]	6/14/14
GREGORY BOUKAUS	CROWN HEIGHTS	[Signature]	6-14-14

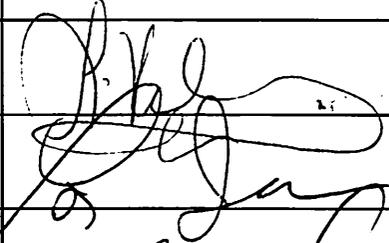
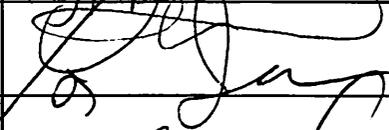
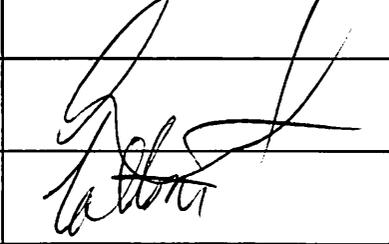
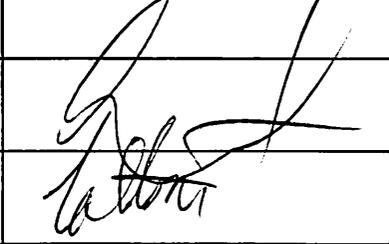
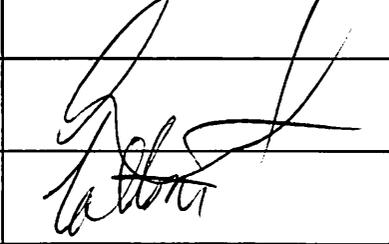
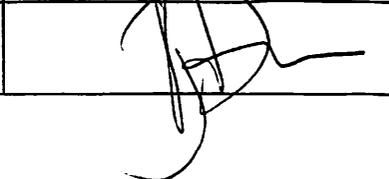
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Heidy Martinez	South side		6/7/14
Jasmin Collado	Williamsburg		6/7/14
Argenys Brito	Brownsville		6/7/14
Altagracia Perra	Bzone park		6/7/14
Laris Ochoa	Williamsburg		6/7/14
Masiey Hernandez	Brownsville	Masiey Hernandez	6/7/14
Alex Brucey	Williamsburg		6/7/14
Maria Acevedo	Queen	Maria Acevedo	6/7/14
Marilyn Aponte	Queen		6/7/14
Adagil Forte	Queens	Adagil Forte	6/7/14

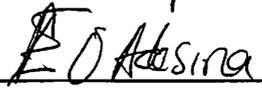
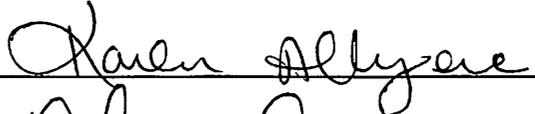
I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
PRECIOUS PERKINS	East New York	P. Perkins	6/10/14
Jason Riddick	East New York	Jason Riddick	6/10/14
Michael Bennett	Brownsville	M. Bennett	06/10/14
Bernard Wilkinson	East NY	B. Wilkin	06/10/14
Troy Garraway	East N.Y.	T. Garraway	06/10/14
Colore Muro	East NY	C. Muro	06/10/14
Frank Price	Brownsville	F. Price	06/10/14
CLAUDIUS REGIS	EAST N.Y.	Claudius Regis	06.10.14
Kaeron Hoare	East N.Y.	Kaeron Hoare	6/10/14
K.D. Lewis	East NY	K.D. Lewis	6/10/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Neslie Velazquez	Brownsville		6/14/14
Joy San Juan	Bedstn		6/14/14
Phillip L. TAVARA	QUEEN		
Anthony Clark	CONASSIC		6/14/14
DR. Hakeem Cotton	ENY		
Jerry Key	BEDSTIVEN		
Janette LaSaine	ENY	Janette LaSaine	6/14/14
Joshua Barker	ENY		6/15/14
C. Wain	Crown Heights		6/14/14
Pythagore Antoine	East Flatbush		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Ogunleye	East NY		6/10/14
Olujoke Akindipe	E NY		6/10/14
Adesina Eunice	East New York		6/10/14
KAREN ALLYENE	EAST NY		6/10/14
Velda Charles	East NY		6/10/14
Karl Benedith	EAST NY		6-11/14
FREDRICK BROWN	Bushwick		6/14/14
GABRIEL WILSON	reef Island		6/14/14
Andre Thomas	Flatbush		
Christian Astin	E NY		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcus Simon	East New York	Marcus Simon	6/14/14
Christina Serrano	East New York	Christina Serrano	6/14/14
Chenica Downing	E.N.Y.	Chenica Downing	6/14/14
Olawale Ayobayo	ENY	Olawale Ayobayo	6/14/14
Joann Roldan	ENY	Joann Roldan	6/14/14
Joanna Rodney	ENY	Joanna Rodney	6/14/14
Darryl Worley	ENY	Darryl Worley	6/14/14
Louis Rogers	ENY	Louis Rogers	6/14/14
Lourdes Santana	ENY	Lourdes Santana	6/14/14
Anita Walker	ENY	Anita Walker	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tommy Habacker	East NY		6/14/14
Brandon Powell	East N.Y		6/14/14
Georgia Well	East N.Y	G. Well	6/14/14
Kenan McColb	East N.Y	K. McColb	6/14/14
RANDY FIGGURES	EAST-N.Y	R. Figures	6/14/14
EVELYN Ramos	EAST NY	Evelyn Ramos	
MARCO JACOME	EAST NEW		6/14/14
Albinos Byls	East		
Nakeema Haze	williamsburg		
Ashley Clarke	East NY		6/14/14

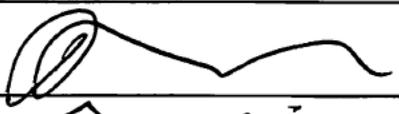
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Mickell Ross	East NY	M Ross	6-10-14
Vanessa H. Meyer	East New York	Vanessa H Meyer	6-10-14
Maxine Ingram	ENY	M Ingram	6-10/2014
Keturah Noble	ENY	Keturah Noble	6/10/14
Linda Jordan	ENY	L. Jordan	6/10/14
Derwin Woods	ENY	Derwin Woods	6/10/14
Stephanie Brown	ENY	Stephanie Brown	6/10/14
Carol Forrester	ENY	Carol Forrester	6/12/2014
Natesha Lewis	ENY	Natesha Lewis	6/12/2014
Shamona Kirdland	Canarsie	Shamona Kirdland	6/14/2014

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Prudencia Lindo	Canarsie	Prudencia Lindo	6-16-14
Roderick Harrington	East New York	Roderick Harrington	6-16-14
Dwayne Miller	EAST N.Y.	D-Miller	6-16-14
Deon Lewis	EAST N.Y.	Deon Lewis	6-16-14
Ronald Lopez	East New York	Ronald Lopez	6-16-14
Robert Harris	E.N.Y.	Robert Harris	6-16-14
Shawn J. Vernon	E.N.Y.	Shawn J. Vernon	6-16-14
Maya Jimmy	E.N.Y.	Maya Jimmy	6-16-14
ALYSSA OH	NYC	Alyssa Oh	6-16-14
KELLY Gray	ATAC.	Kelly Gray	6-16-14

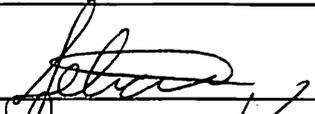
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
YOUSUANE	East New York	X	6-7-14
Akeem Dean	East New York		6-7-14
SONYA SMITH	EAST NEW YORK		7 JUN 14
Desiree Holmes	EAST NEW YORK		6/7/14
Dalila Babcia	East NY		6/7/14
Donna Dreker			6/7/14
Robert Fields		Robert l Fields	6/7/14
Lanora Alston	East NY		
Shana Colclough		S. Colclough	
Barbara McConnell	Crown Heights	B McConnell	

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria Navarro	East New York	M. Navarro	6/7/14
Donna Moore	East New York	Donna Moore	6/7/14
Nylon Anthony	East New York	Anthony Nylon	6/7/14
Kelly Marrero	East New York	Kelly Marrero	6/7/14
Jonathan Villanueva	East New York	<del>Jonathan Villanueva</del>	6/7/14
Keith Ezell	ENY	K. Ezell	6/7/14
INDIRA LAVANN	HARLEM	I. Lavann	6/7/14
Ryan Capers	ENY	R. Capers	6-7-14
Jamasia Walker	ENY	Jamasia Walker	6-7-14
Nykiea Cohen	Albany ny	Nykiea Cohen	6-7-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Telicia Dejesus	ENY		06/14/14
Jayne Krawl	ENY	Jayne Krawl	06/14/14
Mark Bennett	ENY	Mark Bennett	6-14-2014
Anthony Taylor	QUEENS	Anthony Taylor	6-14-2014
DARRILE ROBINSON	BKLY	Darrile Robinson	6-14-14
ERIC GRIMES	BK	Eric Grimes	6-14-14
Elea Same	en y	Elea Same	6/14/14
Erick Gordon	en y	Erick Gordon	6/14/14
Ronnie Kirby	ENY	Ronnie Kirby	6-14-14
Carmen Norée		Carmen Norée	



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jordan Rodney	ENY	Jordan Rodney	6-14-14
Cassidy Tyjuan	ENY	Cassidy Tyjuan	6-14-14
Jasmine Bussell	ENY	Jasmine Bussell	6/14/14
Sean Abney	ENY	<del>Sean Abney</del>	6/14/14
TREVOR ROYES	ENY	Trevor Royes	6/14/14
Robenson Henry	ENY	Robenson Henry	6/14/14
Diana Vargas	ENY	Diana Vargas	6/14/14
Kenzel Collins	ENY	Kenzel Collins	6/14/14
Christall Esson	<del>ENY</del> ENY	Christall Esson	6/14/14
Brittany Harris	Eny	Brittany Harris	6/14/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
E Jay Lewis	East NY		6/14/14
Andres CHAVEZ	East NY		6/10/2014
Lisa DAVIS	Bed Stuy Crown Heights		6/10/14
Latoya Harper	Reel Hook		6/10/14
Lena Gates	MANARSLIE		6/10/14
BRICE Vainqueur	East NY		6/10/14
CHRIS BRIMM	EAST NY		6-10-14
Paul Semple	" "		6-10-14
Vannessa Mowatt	East NY		6-10-14
Andres Hull	Bed Stuy		6-10-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

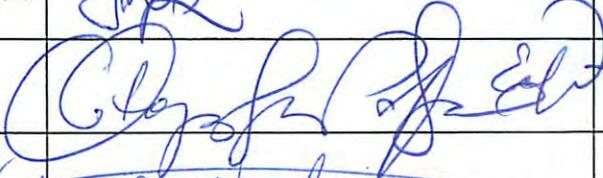
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Zachary M Green Jr		Zachary M Green Jr	6-14-2019
Shaquana Brown		S. Brown	6-14-2019
Carissa Henderson		<del>Carissa Henderson</del>	6-14-19
Jenika Mullen	Bed-Stuy	Jenika Mullen	6/14
Chupe Solomon	Bed-stuy	Chupe Solomon	6/14/19
William Joyner	Bed-stuy	Wm Joyner	6/14/19

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Brittany Davis	Bedstuy	Brittany Davis	6/14/14
Isaac Marcel	New Lots	Isaac Marcel	6/14/14
Brittany Powell	Brownsville	Brittany Powell	6/14/14
Yaraliz Munoz	Bedstuy	Y.M.	6/14/14
Greg Solomon	East NY	Greg Solomon	6/14/14
Edgar Pardo	Bushwick	Edgar Pardo	6/14/14
Jonathan Linnell	Bushwick	Jonathan Linnell	6/14/14



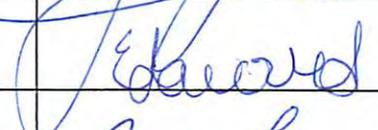
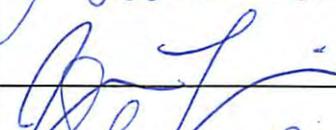
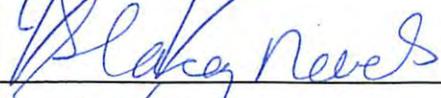
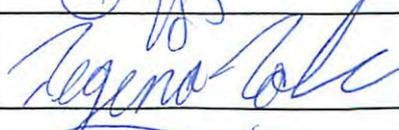
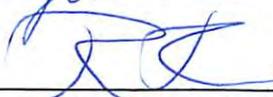
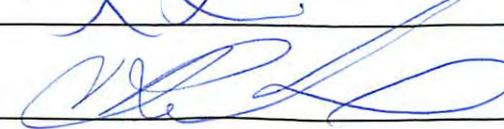
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Brian Smith	Clinton Hills		6/14/14
Lukas Terokay	London, UK	L Terokay	6-18-14
Stephen Gilman	Upper West Side, NYC		6/14/14
Christopher Sewell	Flatbush		6/14/14
Monique Washington	Sheepshead/Flat	<del>MS Ward</del>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dorielin Quiroz	Bed Stuy	Dorielin Quiroz	06/14/14
Gustavo Jimenez	Bushwick	Gustavo Jimenez	6/14/14
Marvin Cordova	East Ny	Marvin Cordova	6/14/14
Mary Boas		M. Boas	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kim Y. Archer	Prospect Heights		6/14/14
Gordon Lamour	Queen County		6/14/14
Edward DeCarosa	Bushwick		6/14
Jenna Lemposis	Clinton Hill		6/14/14
Stacey Nevels	Bushwick		6/14/14
Celia Beegs	Crown Heights		6/14/14
Regina Robinson	Fort Greene		6/14/14
R Robinson	Fort Greene		6/14/14
Cecilia Robinson	Fort Greene		6/14/14

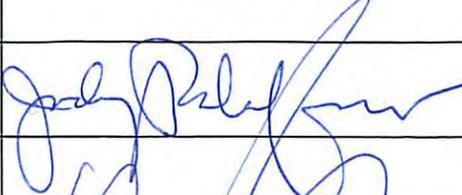
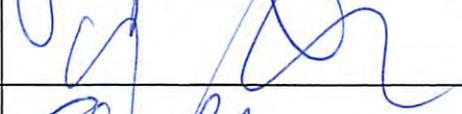
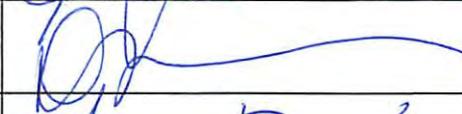
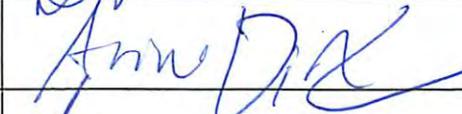
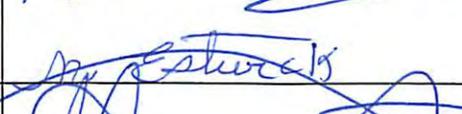
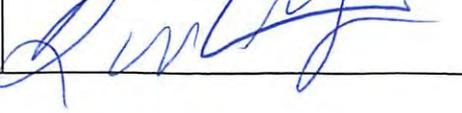
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Claire Robinson	Park Slope	Claire Robinson	6/14/14
Chae Dattani	Flatbush	Chae Dattani	6/18/14
Desiree Dalka	Clinton Hills	Desiree Dalka	6/18/14
Sandy Saunders	Flatbush	Sandy Saunders	6/14/14
Luceille Smell	Clinton Hill	Luceille Smell	6/14/14
Amy Whitbeck	[REDACTED]	Amy Whitbeck	6/14/14
Gennie [REDACTED]	[REDACTED]	Gennie [REDACTED]	6.14.14
E. [REDACTED]	Bed-Stuy	E. [REDACTED]	6.14.14
T. MOTHERSHED	Bed-Stuy	T. Mothershed	06.14.14.
Amy Reth	Clinton Hill	Amy Reth	6/14/14

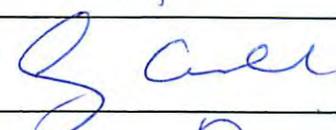
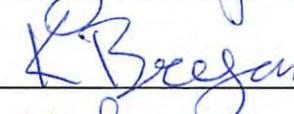
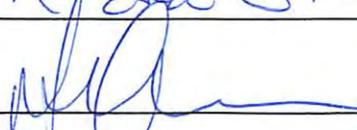
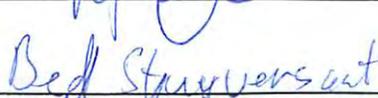
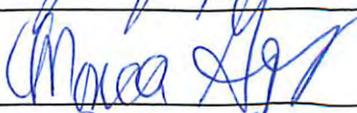
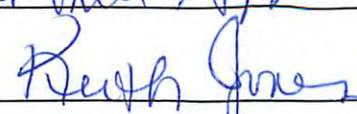
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
<i>[Signature]</i>	Clinton Hill		6-14-14
Adelaide Mansuet	Crown Heights	<i>[Signature]</i>	6-14-14
Leibronch Sanchez	Crown Heights	<i>[Signature]</i>	6/14/14
Brenda Veal	Flatbush	<i>[Signature]</i>	6/14/14
DAVID DRUSE	up-west. side	<i>[Signature]</i>	6/14/14
MARINA - ATKSON	EAST FLATBUSH	<i>[Signature]</i>	6/14/14
C. JFIELD	BED-STUY	<i>[Signature]</i>	6/14/14
Jay Mathurin	Crown Hts	<i>[Signature]</i>	6-14-2014
Julio Evans	Bushwick	<i>[Signature]</i>	6/14/14
Johnna Vega	Bedstuy	<i>[Signature]</i>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Juan Palamero	Clinton Hill		6-14-14
Yusef Thomas	Bedstuy		6-14-14
Joe Herrera	Coney Island		6-14-14
Destiny Ward	Bed Stuy		6/14/14
Avin Dix	Bushwick		6/14/14
Marcus Dawson	Bed-stuy		6-14-14
Millicent Estwick	Bed. Stuy		6-14-14
Gabrielle Thompson	Crown Heights		6/14/14
Jenna Lempsis	Crown Heights		6/14/14
Laura Goldstein	Downtown BK		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gus Goldsack	Clinton Hill		6/14/14
Josh Conner	Clinton Hill		6/14/14
Jessica Rodriguez	Clinton Hill		6/14/14
Hesha Bryan	Bed-Stuy		6/14/14
SHARON STRAIT	Clinton Hill		6/14/14
MARINA NELSON	EAST FIATBUSH		6/14/14
Andrew Stirling	Bed Stuyversant		6/14/14
Krishna Kerwar	Bed Stuy		6/14/14
Monica Cohen	Brownsville		6/14/14
Keith Jones	Bed Stuy		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
ANNA WILLIAMS	CLINTON HILLS	Anna Williams	6/14/14
Wondlesha Bell	Bedstuy	WBell	6/14/14
Malikah Al-Ugdah	East Flatbush	malikah Al-Ugdah	6/14/14
Justa Verthe	Cherry Height	Justa Verthe	6/14/14
Stephanie Kaune	Hen km	SK	6/14/14
Bonnie Condit	clinton Hill	B. Condit	6/14/14
Norman Damon	Brownsville	Norman Damon	6/14/14
Nelson Decker	Crown Heights	Nelson Decker	6/14/14
Tawana Hall	Bedstuy	Tawana Hall	6/14/14
Stanford Meyer	Bedstuy	Stanford Meyer	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Williams	Bedstuy	Christiana Williams	6/14/14
Jacy Bramble	Bedstuy	Jacy Bramble	6/14/14
Edgar Dacto	Bushwick	Edgar Dacto	6/14/14
Amin Dix	Bushwick	Amin Dix	6/14/14
Natasha Smart	Bedstuy	Natasha Smart	6/14/14
Admass Williams	East New York	Admass Williams	6-14-14
Kim Davenport	Bedford Stuyvesant	Kim Davenport	6-14-14
Daniel Quiróz	Bedstuy	Daniel Quiróz	6-14-14
Ruby Moses	Crown Pt	Ruby Moses	6-14-14
Billy Magellaro	Hockland	Billy Magellaro	6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alayja Hutchins	Bedstuy	Alayja Hutchins	06/14/14
Kim Miller	Clinton Hill	Kim Miller	6/14/14
Brianna Peters	Carroll	<del>Brianna Peters</del>	6/14/14
MARCA ADAMS	Clinton Hill	Marca Adams	6/14/14
NELSON LEON	Bushwick	Nelson Leon	6/14/14
Yancy Nurse	Bedstuy	Yancy Nurse	6/14/14
Melinda Morel	Long Island	Melinda Morel	6/14/14
Briana Gold	Brooklyn	Briana Gold	6/14/14
Cheressa Taylor	Bedstuy	Cheressa Taylor	6/14/14
April Hobbes	F.N.Y	April Hobbes	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

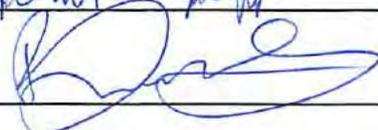
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Edwin Arcene	Prospect Heights	Eli Arcene	6/14/14
Yolanda Johnson	Jamaica	Yolanda Johnson	06-14-14
Twana Boyd	Mill basin	J. Boyd	6-14-14
Torren Boyd	Mill basin	<del>Torren Boyd</del>	6-14-14
Kelva Burnette	Bedstuy	Kelva Burnette	6-14-14
Justa Vonte	Crown Heights	Justa Vonte	6-14-14
Stephanie Racine	<del>Prospect</del> Harlem	Stephanie Racine	6-14-14
Sherly Brice	East NY	Sherly Nicdas	6-14-14
Jahaira Aracena	Bedstuy	Jahaira Aracena	6-14-14
Carline Roth	Fort Green	Carline Roth	6-14-14



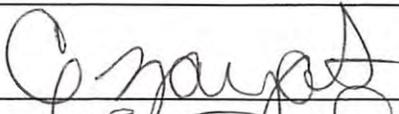
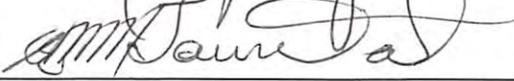
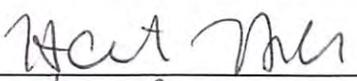
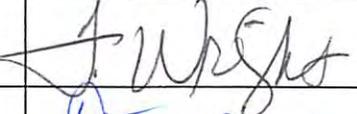
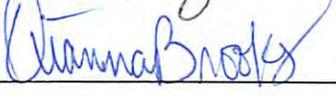
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Justa Vento	Crown Heights	Justa Vento	6-14-14
Johnny Cep	BX	Johnny Cep	6-14-14
Thierry Nicolas	East NY	Thierry	6-14-14
Keenan Roman	Brownsville	Keenan	6-14-14
Desiree Coleman	East NY	Desiree Coleman	6-14-14
Chanya Soloma	Bedstuy	Chanya Soloma	06-14-14
Crystal Whiteford	Carrie	<del>Crystal Whiteford</del>	6/14/14
Jahonir Vega	J. Vega ← Bedstuy	Jahonir Vega	6/14
Marvin Cordova	East NY	Marvin Cordova	6/14/14
Alpha Bah	Crown Heights	Alpha Bah	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
KEVIN ROSS	East New York	Kevin Ross	June 14
Brian Magellara	Staten Island		6/14/14
Edward DeLarosa	Bushwick	Edward	6/14/14
Ariana Ramirez	Bed Stuy	ariana 	6/14
CYNTHIA ROBINSON	Crown Heights	Cy	4/14/14
Shameeka Perez	Crown heights	S. Perez	6-14-14
Cheressa Taylor	Bedstuy		6-14-14
Sandra Medina	Crown heights	Medina, Sandra	6/14/14
Tanya Craft		T. Craft	6/14/14
Stephan Axson		Stephan	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christity Zapata	East New York		6.9.14
EMMANUEL LAUTAH	EAST N. Y		6:9:14
Harriet Holder	Brownsville		6-9-14
FANNIE WEIGHT	Brownsville		6-9-14
Qianna Brooks	Bed-Stuy		6/10/14
Genea Weinstein	Fort Greene		6/10/14
Amanda Austin	Bed Stuy		6/10/14
Raven Ali	Clinton Hill		6/10/14
Amy Helbig	Crown Heights		6.10.14
Zeron Kalat-in	Prospect Heights		6/10/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Reina Alfred	Canarsie	R. Alfred	6/17/14
Jackie Farrow	Crown Heights	Jacqueline Farrow	6/17/14
<sup>Eleshia</sup> Alyiah Mayers	Crown Heights	Eleshia Mayers	6/17/14
Jayden Trini	Crown Heights	Rein Rivera	6/17/14
Helen Khan	CANARSIE	Helen Khan	6-17-14
LATOYA TENIA.	CANARSIE	Latoria	6/17/14
Dorril Stanford	Crown Heights	Dorril Stanford	6-17-14
Lucy Rijo-Pascal	Flatbush Av	Lucy Rijo-Pascal	6-17-14
DORRIL JAMES	Crown Heights	Dorril James	6-17/14
Marcia Graham	Queens	Marcia Graham	6/17/14



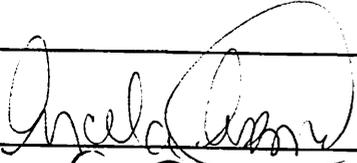
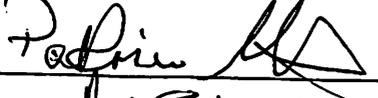
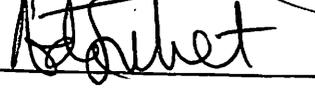
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Grace Powell	Flatbush	Grace Powell	6/17/14
Melody Pink	Crown Heights	Melody Pink	6/17/14
Cheryl Lyons	CROWN HEIGHTS	Cheryl Lyons	6/17/14
Amande P. Grant	Crown Heights	A. P. Grant	6/17/14
Marcie Wilkins	Brown height	M. Wilkins	6/17/14
Kiah Culzac	Crown Heights	Kiah Culzac	6/19/14
Jasmine Benitez	Crown Heights	Jasmine Benitez	6/19/14
Eriuberta Marte	Crown Height	Eriuberta Marte	6-19-14
Jennifer Mejia	Crown Height	Jennifer Mejia	6-19-14
Aura Gonzalez	Crown Height	Aura Gonzalez	6-19-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rigoberto Nunez	Crown Heights	Rigoberto Nunez	6/19/14
Lillian Rodriguez	Crown Heights	Lillian Rodriguez	6/19/14
Kelvin Rosario	Crown Heights	Kelvin Rosario	6/19/14
Santa Whitehead	Crown Heights	Santa Whitehead	6/20/14
Elizabeth Carrero	Crown Heights	Elizabeth Carrero	6/20/14
Jeffrey Chery	Crown Heights	Jeffrey Chery	6/20/14
NAVARRO SOME	C.H. Bklyn	Navarro	6/24/14
Ruth Sowell	Crown Heights	Ruth Sowell	6/24/14
Bibi Mohabier	Crown Heights	Bibi Mohabier	6/24/14
Lissette Morales	Crown Heights	Lissette Morales	6/24/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Arcela Asencio	Crown H.		6/17/14
L. Caesar	Crown H.		6/17/14
CAROL JACOBS	Crown Heights		6/17/14
Fay M Goany	Crown H		6/17/14
Yusef Cabete	Crown H		6/15/14
Yvette Haynes	Crown Heights		6/17/14
Renelle Joseph	Crown H		6/17/14
Shirnelle Marshall	Flatbush		6/17/14
Patricia Charles	Crown H		6/17/14
Juliet Adeleke	Can H		6/17/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Eduardo Fontana	Crown Heights	<del>Eduardo Fontana</del>	6/24/14
Xingeni Fontana	↓	Xingeni Fontana	↓
Gabriel Fontana	"	Gabriel Fontana	6-24-14
Pedro Taveres	"	Pedro Taveres	6/24/14
Carmen Taveres	"	Carmen Taveres	"
Carolina Taveres	"	Carolina Taveres	"
Lillian Ortiz		Lillian Ortiz	6/25/14

**Daycares Supporting Achievement First New Charter Schools Applications**

<b>Event/Meeting/Presentation</b>	<b>CSD</b>
Friends of Crown Heights	17
Brownsville Rec Center	23
200 Central Ave. Day Care Center	32
Bushwick United Headstart 77	32
Building Blocks	32
Salvation Army Bushwick Daycare	32
Grand Street Settlement - Daycare	32
Superior Day Care Center	32
Salvation Army Bushwick After School	32



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

WALTER T. MOSLEY  
Assemblyman 57<sup>th</sup> District

COMMITTEES  
Housing  
Banks  
Corporations, Authorities, and Commissions  
Cities  
Codes

DISTRICT OFFICE  
Shirley Chisholm State Office Building  
55 Hanson Place, Room 328  
Brooklyn, New York 11217  
(718) 596-0100

ALBANY OFFICE  
Room 528  
Legislative Office Building  
Albany, New York 12248  
(518) 455-5325

EMAIL  
mosleyw@assembly.state.ny.us

June 18, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. I am encouraged by Achievement First's success in my district, at AF Endeavor Elementary and Middle schools, and I support their right to serve more students.

The families my office serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities.

To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

I am very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. I am thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. I ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

A handwritten signature in black ink that reads "Walter T. Mosley".

Hon. Walter T. Mosley, New York State Assembly, 57<sup>th</sup> District



June 12, 2014

To Whom It May It Concern:

I am writing to express my support for the Achievement First application to open two new public charter schools to provide additional high quality education options for Brooklyn families. My organization, Jumpstart for Young Children at Brooklyn College, works with over 60 families who live in the neighborhoods of Brownsville and Crown Heights where Achievement First intends to open the charter schools.

The families that Jumpstart serves would love to have the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the Achievement First 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. Jumpstart at Brooklyn College is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Tracey Barnett  
Senior Site Manager  
Jumpstart for Young Children at Brooklyn College





# ACE INTEGRATION HEAD START

(ACCEPTANCE OF SELF, CREATIVITY, AND ECOLOGY)

---

June 20, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My organization, ACE Integration Head Start, works with families who live in the neighborhoods of Bushwick and Bedford-Stuyvesant where Achievement First intends to open the charter schools.

The families we serve want the opportunity for their children to attend a high-performing public charter school close to home and they are often attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children as they consistently rank among the top 15% of New York City schools on the annual Department of Education report card.

We are excited that Achievement First's newest charters will serve more families looking for quality education opportunities. ACE Integration Head Start is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,

Mickey Ronan-Grosshtern, MSW, Esq.  
*Administrative Director*



## **Bushwick Community Partnership Program**

CPP -Chairs:  
Moreen King, Traditional Education Center Inc.

CPP Coordinator:  
Raul Rubio Jr., Community Partnership Program

June 13, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My coalition organization, Bushwick Community Partnership Program (CPP), works with families who live in the neighborhood of Bushwick where Achievement First intends to open the charter schools.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charters will serve more families looking for quality education opportunities. The Bushwick Community Partnership is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,  
Raul Rubio Jr.

A handwritten signature in black ink, appearing to read "Raul Rubio Jr.", is placed below the typed name.

BMCI Community Partnership Program (CPP)  
CPP Coordinator

*Community Coalition  
of*

*East New York*

*400 Liberty Avenue, 2<sup>nd</sup> Floor*

*Brooklyn, NY 11207*

*Phone: (718) 345-6300*

*Fax: (347) 274-0671*

*[www.buildingcpi.org](http://www.buildingcpi.org)*

June 24, 2014

To whom it may concern,

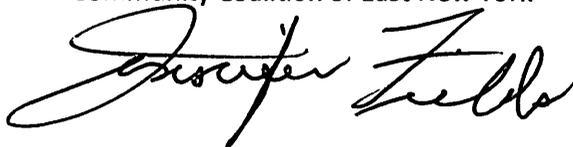
I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. The Community Coalition of East New York (CCENY) works with families who live in and around East New York, where Achievement First currently has charter schools. The Coalition is one of the 11 city-wide Community Partnership Programs (CPP) of the Administration for Children's Services (ACS). It is a network of over 50 organizations that work hand-in-hand with ACS to build a safety net for children and families in the neighborhood.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. The Coalition is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Jennifer Fields, Co-Chairperson  
Community Coalition of East New York



## 15. Student Demand, Recruitment and Retention

### (a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

In the 2013-14 recruiting season, Achievement First schools received 8,226 applications for 1,380 seats, or approximately 6 applications per seat. Based on the overwhelming demand for elementary school options we heard in our community outreach, we are confident that all of the K-1 seats in year one for Achievement First Charter Schools 10 and 11, as well as the grade 5 seats in year 3, will be filled easily.

For example, AF Crown Heights has consistently received over 10 applications per available seat and this past recruitment season was no exception. AF Crown Heights Elementary received 957 total applications, more than any other AF school, for 91 available seats. Among the neighborhoods where we are looking to open new schools - Brownsville (CSD 23), Bushwick (CSD 32), Crown Heights (CSD 17) and Bedford Stuyvesant (CSD 16) - a total of 3,139 applications were received for 376 seats. Achievement First Endeavor, the only AF school that currently recruits 5<sup>th</sup> graders, received 5 applications per available seat in 2013-14. It is noteworthy that a large proportion of these applications came from outside of CSD 16, despite the fact that the AF recruitment team did not actively recruit for 5<sup>th</sup> grade seats in CSD 17, 23, or 32. This interest in attending an AF middle school, spread primarily by word of mouth, makes us even more confident that the demand for AF middle school seats in CSD 16, 17, 23, and 32 is strong.

### (b) Target Populations

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. The response should address:

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and
- A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.
- Be sure to clearly delineate how the school would address each individual sub-group.

Achievement First believes that AF schools cannot truly be exemplars within public education unless we are serving students who reflect the demographics of our community. We will seek to meet and exceed the enrollment the most recent targets set by the State Education Department:

Percentage of Enrollment:

		CSD 16	CSD 17	CSD 23	CSD 32
K-8	FRL	89.8	90.3	89.8	93
	ELL	2.2	8.4	3.4	24.7
	SWD	14.5	11.6	13.8	12.8
5-12	FRL	86	87.9	86.2	89.1
	ELL	2.1	7.7	2.7	20.3
	SWD	17.3	10.3	13.7	11.9



The Achievement First student recruitment team uses a comprehensive strategy consisting of direct outreach, school-based info sessions, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the application numbers above suggest, these techniques have been successful in generating applications. The efforts have also been particularly effective in letting low-income families know about the opportunity to apply. In addition to increasing awareness of Achievement First, we also increased the ease of applying by adding a 24/7 call center option. In past years, families were able to apply to Achievement First by submitting a paper or online application.

In 2010, all Achievement First schools began implementing an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. Achievement First Charter Schools 10 and 11 will also grants preferences for at-risk populations such as English Language Learners and students receiving special services. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA-based daycare centers, the pool of applicants who qualify for free or reduced-price lunch has been large, and the preference has been effective in substantially matching or exceeding the district percentages of low-income students for the incoming classes. Our historical commitment to enrolling low-income families, English Language Learners students receiving special services, along with our extensive relationships with non-profits that serve these families, positions us to recruit an incoming class that reflects the makeup of the local Community School District.

For schools operating in Community School Districts that have a high percentage of English Language Learners, the student recruitment team has targeted outreach to these families. All outdoor signs are in both English and Spanish (the predominant language other than English spoken in Bushwick and East New York), as are all of the brochures and other marketing materials, including the Achievement First student recruitment website page. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations. Outreach to English Language Learners during the 2013-14 recruitment season included, but was not limited to: presentations at Bushwick United day care center, Salvation Army Bushwick day care center, University Settlement day care center, ACE and New Life Headstart as well as participation in the Association of Hispanic Ministries and Bushwick Community Partnership Program meetings. Collectively, staff and volunteers logged nearly 650 collective hours of direct community outreach. AF also hosted a Bushwick community event in April where a food truck provided free food and gave families an opportunity to learn more about AF. At Achievement First Bushwick Elementary, these efforts were successful in recruiting an applicant pool that included 24% of students who speak a language other than English at home. To ensure similar results at the new schools, we intend to use the same strategies to recruit English Language Learners. In addition, the student recruitment team will collaborate with faith-based institutions, community organizations and day care centers that are closely linked to the non-English speaking families in the community where the school will be located to help identify and recruit these families.

Across the network, efforts to recruit students who may require special services have focused primarily on making clear in promotional materials and presentations that Achievement First is highly effective for students receiving special services, and that we offer services in accordance with IEPs. In addition,



the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the AF Network Support special services team to ensure that marketing materials capture the range of services available. We also partnered with an organization, Resources for Children with Special Needs (RCSN), for a number of events (information fair, presentation, etc.) to ensure families with children who have special needs are aware of Achievement First's special education services. This collaboration was in response to feedback we heard in the planning for AF Brooklyn Academy about engaging with organizations that serve populations with special needs. This collaboration is a first step to deepening engagement with organizations that serve students with special needs. This, along with finding creative ways to work with day care centers to get students kindergarten ready starting in pre-school, are priorities for Charter 10 and 11. We also plan to host a Visitor Day during the 2014-15 school year that is exclusively for leaders of day care centers that serve predominately at-risk students. This Visitor Day will include an opportunity for day care leaders to meet with school leaders to discuss school readiness.

Retention of students at Achievement First schools is a network-wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition, the financial bonus of the leadership team is jeopardized. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—will be disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified. Reflecting this network wide priority, Achievement First school leaders and regional superintendents share student retention strategies via the AF School Leader Memo.

**Retaining Low Income Students** An example of a best practice that new schools will utilize is early identification and intervention with families who are considering leaving. This approach uses historical data on attrition to identify risk factors that predict future attrition. In many cases, student attrition is the result of families disagreeing with a decision to retain a student in a grade for another year. The likelihood of attrition increases when there is a possibility of retention in grade combined with a family member who does not fully support the behavioral expectations of the school. The new schools will use this information to develop specific family engagement and support strategies for scholars who are at risk of leaving. Experience across the network has shown that strong relationships and thoughtful discussions with families are often what make the difference when having a difficult discussion with family members. AF regional superintendents will specifically coach principals on how to have effective conversations with families regarding retention in grade. Moreover, Achievement First has hired two new full time positions that will dedicate significant time and resources to helping schools build better relationships with families: the Director of Family Engagement, and the Director of Diversity & Inclusiveness. The principals and regional superintendents will also establish a spring calendar of data review meetings to look at students who have "promotion in doubt" status, to target specific families who are at higher risk of leaving due to disagreements with school culture and student behavior expectations. Tailored family-specific strategies will be developed to ensure that do everything possible

to keep these students with us. This general approach to student retention applies to the specific populations below, with the additional elements described in the following paragraphs.

**Retaining English Language Learners** We believe that the factors above also apply to English Language Learners, with additional nuances. Because parents of English Language Learners often do not speak English fluently themselves, the nuanced conversations about academic performance can be more difficult. As a result, the structure for building family relationships will be somewhat different for these families. The ESL teacher or SPED coordinator (depending on the number of ELL students enrolled) will be primarily responsible for proactively developing relationships and trust with families of English Language Learners as soon as the student is identified as limited English proficient, regardless of academic performance. We believe that these proactive relationship-building practices will establish the trust necessary to identify families early who are at risk for leaving, and to intervene effectively to persuade them to stay with us.

**Retaining Students with Disabilities** We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approach for prevention the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their regular education peers. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for EVERY child, and the differentiated supports we provide to make sure each child meets these expectations, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support data team and regional director of special services will provide disaggregated academic and behavioral data for students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are extremely likely to stay with us.



## 15 (c). Evidence of Student Demand

### c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

**Important Note:** If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

We believe that the strongest evidence of demand for seats at Achievement First Charter 10 and 11 is the number of applications submitted to similar schools across the network. As noted in Response 15(a), the demand is overwhelming. The Achievement First student recruitment team solicits paper applications as well as online applications via the Achievement First website, and also offers a call center option to fill out applications over the phone. Applications are managed using the *InfoSnap* enrollment management application. Records related to these applications are available for review by the Charter Schools Institute, should the Institute want to verify application numbers. The materials in Response 14(c) also reflect strong demand for seats at Achievement First Charter 10 and 11.

## 16. Facility

### (a) Facility Needs

Describe the facility needs of the proposed new school for each year of the charter period, including any unique features necessary to implement the school design and academic program, including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs; and,
- Space requirements for administrative functions, food services and physical education.

As noted in 14(a), Achievement First has a long term working relationship with the NYC DOE Office of Portfolio Management, and immediately upon submission of this proposal to the Institute, Achievement First will submit a request for co-located public facilities in accordance with New York state law. The Office of Portfolio management has been notified of our intent to apply for AF Charter Schools 10 and 11, including our desire to locate each school in a public facility. In order to increase the likelihood of being granted public space, we are willing to locate each of the schools in any of the CSDs in which an AF school currently operates, with the exception of CSD 19. As such, the ultimate location of the facility is not yet known. The requirements for the facility are detailed in the table below, which indicates grade-by-grade classroom needs (the year-by-year needs are determined by the enrollment plan). The table indicates the standard Achievement First model, with minimum and target square footage for each classroom, as well as the standard DOE instructional footprint. While we will seek to identify DOE space that meets the AF specifications, Achievement First schools have successfully operated within the DOE footprint described below.

Additional information on space required for administrative functions, physical education, student support, and media/library is attached in Response 16(d).

	AF			DOE			First year when this space will be required:
	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	
<b>GROUP 1- General Instruction</b>							
Kindergarten	3	800	900	3	750	1,000	2
Typical Classrooms - Grade 1	3	800	900	3	600	750	2
Typical Classrooms - Grade 2	3	800	900	3	600	750	3
Typical Classrooms - Grade 3 *	4	720	800	4	600	750	4
Typical Classrooms - Grade 4 *	4	720	800	4	600	750	5
<b>Total Elem</b>	<b>17</b>			<b>17</b>			

Typical Classrooms - Grade 5 *	4	720	800	4	600	750	1
Typical Classrooms - Grade 6 *	4	720	800	3	600	750	2
Typical Classrooms - Grade 7 *	4	720	800	3	600	750	3
Typical Classrooms - Grade 8 *	4	720	800	3	600	750	4
<b>Total Middle</b>	<b>16</b>			<b>13</b>			
<b>Group 2 – Specialized Rooms</b>							
Art Classroom	1	900					1
Dance/Multi-purpose Room	1	900					1
Music Classroom	1	900					1
Small group classrooms	5	800					1
Science Lab	1	1,125					1
Administrative Rooms	4						

Achievement First generally has an additional three to four classroom equivalents for administrative space. This would be for a main office, principal and dean offices, Ops staff and the social worker. Additionally, each new school would ideally have a cafeteria large enough to hold 200 students to accommodate two grades in each lunch wave. A gymnasium of 3,000 to 4,000 square feet is also the ideal size. Response 16(d)-Additional Facility Information includes blueprints of several Achievement First floor plans as examples of what a floor plan might look like for the new charters.

**(b) Facility Selection**

Describe the efforts to date to secure a facility for the new school.

- If a facility has been identified, describe the facility and how it meets the school’s needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,
- How the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school opens (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning including associated costs.
- If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school’s proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

As noted above, Achievement First will work with the NYC DOE Office of Portfolio Management to request a co-located facility for each school. This process began with an initial notification of our intent to propose for these new charters, and will continue with a formal space request made immediately



upon submission of the proposals to the SUNY Charter Schools Institute. The Board is aware that the following outcomes are possible resulting from this request:

- 1) The DOE offers acceptable co-located facilities. In this case, the schools would be sited in these facilities.
- 2) The DOE offers an unacceptable co-located facility, in which case the Board would request an expedited hearing from the Commissioner. If we are successful in the appeal, the school would be eligible for facilities funding equal to the lesser of 20% of per pupil funding or actual lease costs.
- 3) If we are unsuccessful in the appeal, the schools would not be entitled to facilities assistance.

In scenario 2 or 3, the Board would work with the Achievement First to secure an appropriate private facility for each school, either by leasing or purchasing space. As detailed in the Achievement First CMO Business Plan, the Achievement First facilities team has managed 27 complex capital projects across three states (New York, Connecticut, and Rhode Island) and five cities (New York City, New Haven, Bridgeport, Hartford, and Providence). These projects have ranged from new construction of school buildings (1485 Pacific Street in Brooklyn, 510 Waverly in Brooklyn, and 130 Edgewood in New Haven), major renovation of purchased facilities including environmental remediation, fire protection upgrades, HVAC, plumbing, and electrical upgrades, interior demolition, interior construction, playing field and play structure construction, and cosmetic upgrades. In addition to meeting 100% of its fundraising goals in support of capital projects, Achievement First has helped its schools secure over \$20 million in financing, including mortgages, mid-term debt, lines of credit, and new market tax credits, as well as public subsidy at both the district and state level.

In terms of school facilities, the AF facilities team most recently managed the renovation of the Achievement First East New York Middle School facility, a 19<sup>th</sup> century DOE building solely occupied by AF East New York. This renovation included a full upgrade of the electrical system as well as roof repair, bathroom expansion, and a series of cosmetic repairs. As part of this process, the facilities team also worked with a local real estate broker and the local Archdiocese to evaluate private space as an alternative to the current facility. The facilities team also worked with local architects and engineers to evaluate the feasibility of building an addition on the building to accommodate full enrollment. While the school's Board and AF leadership determined that renovations to the current facility were preferable to moving to a private facility or building an addition. Nonetheless, both of these options were determined to be feasible, and the process reflects the AF facilities team's recent experience with the real estate and construction market in Brooklyn. Additionally, the AF Facilities team recently completed the search, leasing, and renovation of permanent office facilities for the Achievement First network support team, further reflecting the team's knowledge and expertise of New York real estate. Finally, the team partnered on two new school construction projects in Brooklyn, working with Civic Builders and the Robin Hood Foundation.

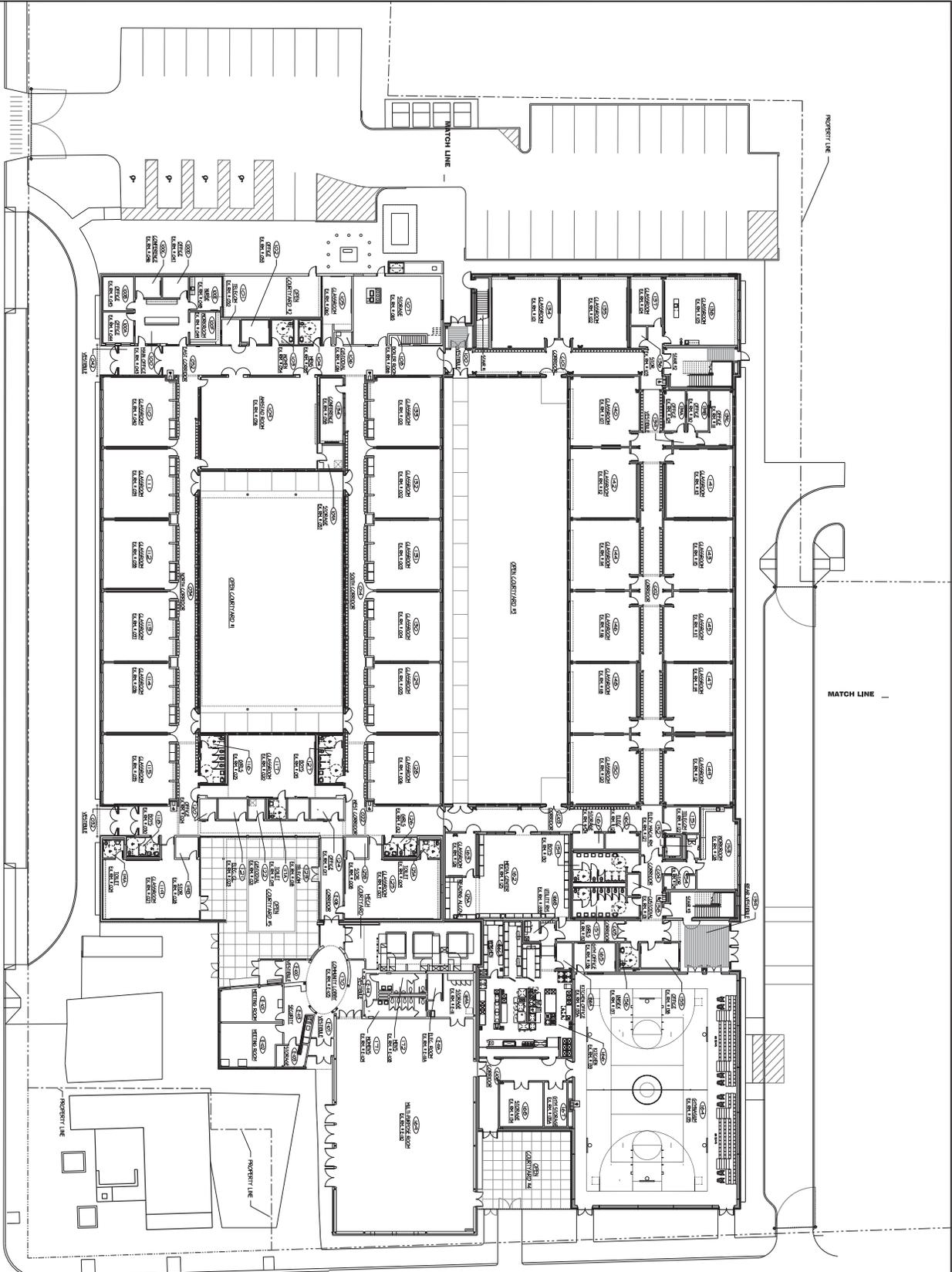
While we have not identified specific target facilities for purchase or lease for the proposed schools, we believe that Achievement First has demonstrated nearly unparalleled expertise in executing complex capital and school facilities projects across three states. Particularly given the team's current relationships with New York based real estate brokers, architects, and contractors, we feel that we are exceptionally well-positioned in the event private space is required.

## Achievement First Space Core Facility Template (K-8 school)

<b>PHYSICAL EDUCATION</b>	<b>When?</b>	<b># Rooms</b>
Mini-gym/multipurpose room (elementary)	yr. 1 (K)	1
Main gym with bleachers (middle)	yr. 1 (5th)	1
Gym Toilets / Locker Rooms	yr. 1 (5th)	2
<b><u>MEDIA LAB/REFERENCE LIBRARY</u></b>		
Media Lab / Reference Library (middle)	yr. 3 (5-7)	0
<b><u>STUDENT SUPPORT</u></b>		
Social Worker (Elem)	yr. 2 (K-1)	1
Social Worker (Mid)	yr. 2 (5-6)	1
Nurse's Office - (1 Nurses) / Resting area	yr. 1	1
Bathrooms	stagger over time	8
<b><u>STORAGE</u></b>		
Storage -- large	stagger over time	2
Storage -- small	stagger over time	2
Grounds Equipment Storeroom	yr. 1	1
Compactor Rm and Trash Storage	yr. 1	1
<b><u>ADMINISTRATION</u></b>		
Administration Suite - Central Office		1
General Office/Waiting Room	yr. 1	1
Dir. of School Ops. Office	yr. 1	1
School Managers Office	yr. 3	1
Swing Office	yr. 3	1
Document Storage Area	yr. 1	1
Administration Offices - Elementary		1
Principal Office	yr. 1 (K)	1
Academic Dean Office	yr. 1 (K)	1
Dean of Student Office	yr. 1 (K)	1
Conference Rooms	yr. 1 (K)	1
Teacher Work Room	yr. 1 (K)	1
Swing Office	yr. 3 (K-2)	1
Administration - Middle School		
Principal Office	yr. 1 (5th)	1
Academic Dean Office	yr. 1 (5th)	1
Dean of Student Office	yr. 1 (5th)	1
Conference Rooms	yr. 1 (5th)	1
Teacher Work Room	yr. 1 (5th)	1
Swing Office	yr. 3 (5-7)	1
<b><u>ATHLETIC FIELDS</u></b>		
Athletic Field (for baseball, soccer, softball)	yr. 1	1

### **THEATER/AUDITORIUM**

AF does not plan to build theaters/auditoriums, but we want fair access to one if a shared space school has one



1 FIRST FLOOR PLAN  
 ASB SCALE: 1/8" = 1'-0"

**KEY PLAN**



PROJECT	NO. 2008077-420
DATE	JAN. 14, 2011
SCALE	1/8" = 1'-0"
DESIGNER	END
DATE	
PROJECT NO.	NO. 2008077-420
PROJECT NAME	
<b>A201</b>	

**PROFESSIONAL SEAL AND SIGNATURE OF ARCHITECT**  
 PROJECT NO. 2008077-420  
 PROJECT NAME  
 DATE  
 ARCHITECT'S FIRM  
 PROJECT NO. 2008077-420

NO.	DATE	REVISION

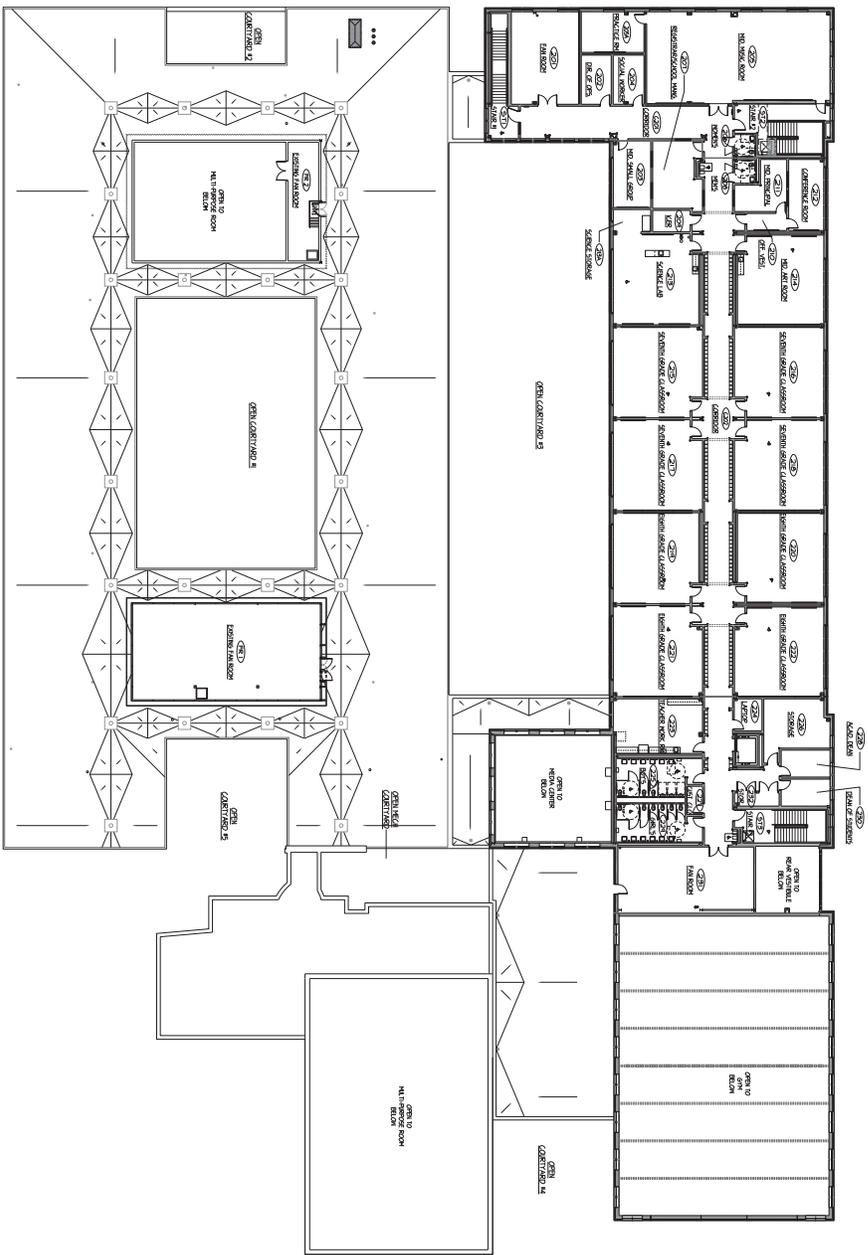
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1 SECOND FLOOR PLAN  
SCALE: 1/8" = 1'-0"

**KEY PLAN**



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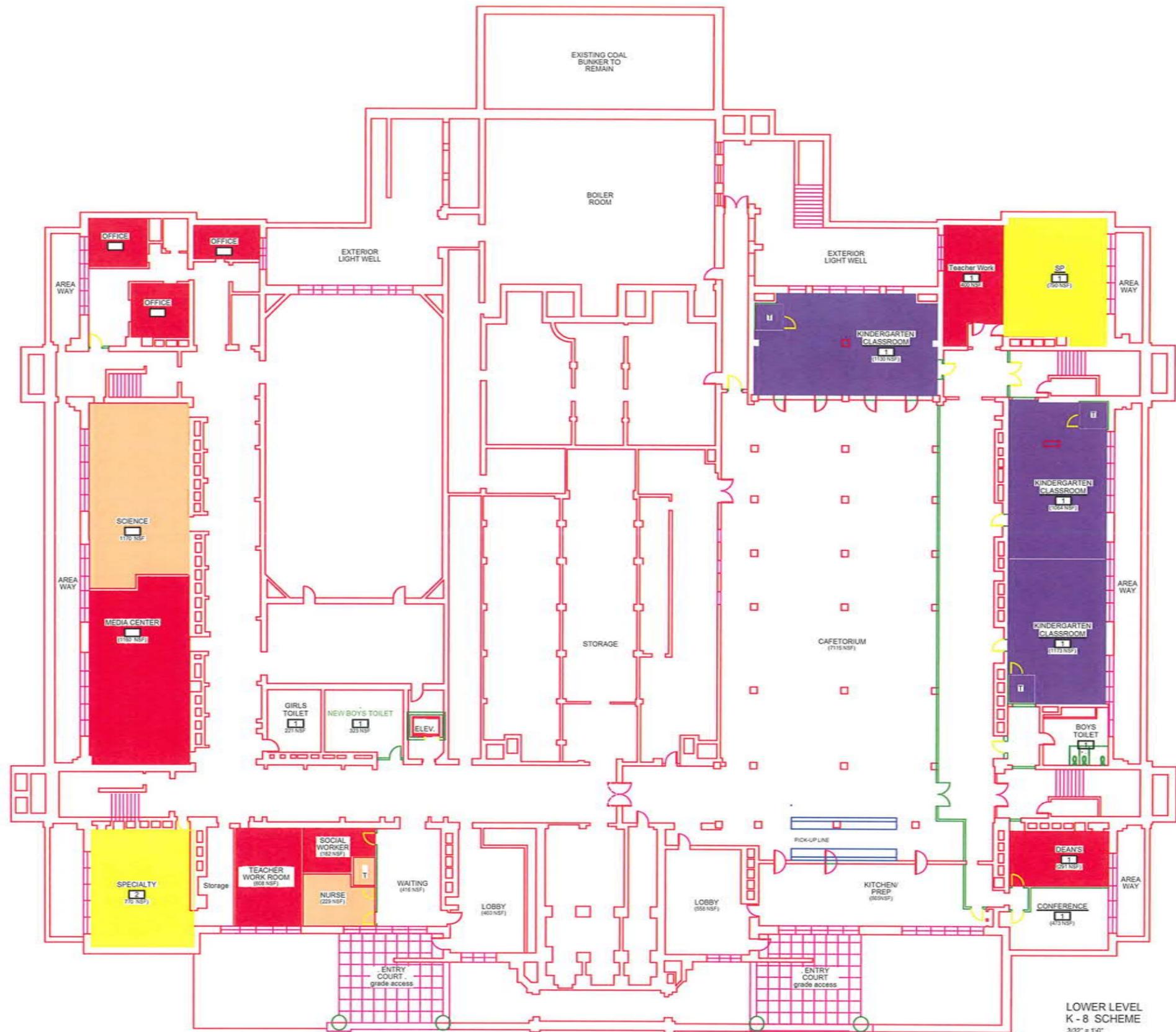
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**KEY PLAN**

1	2
3	4

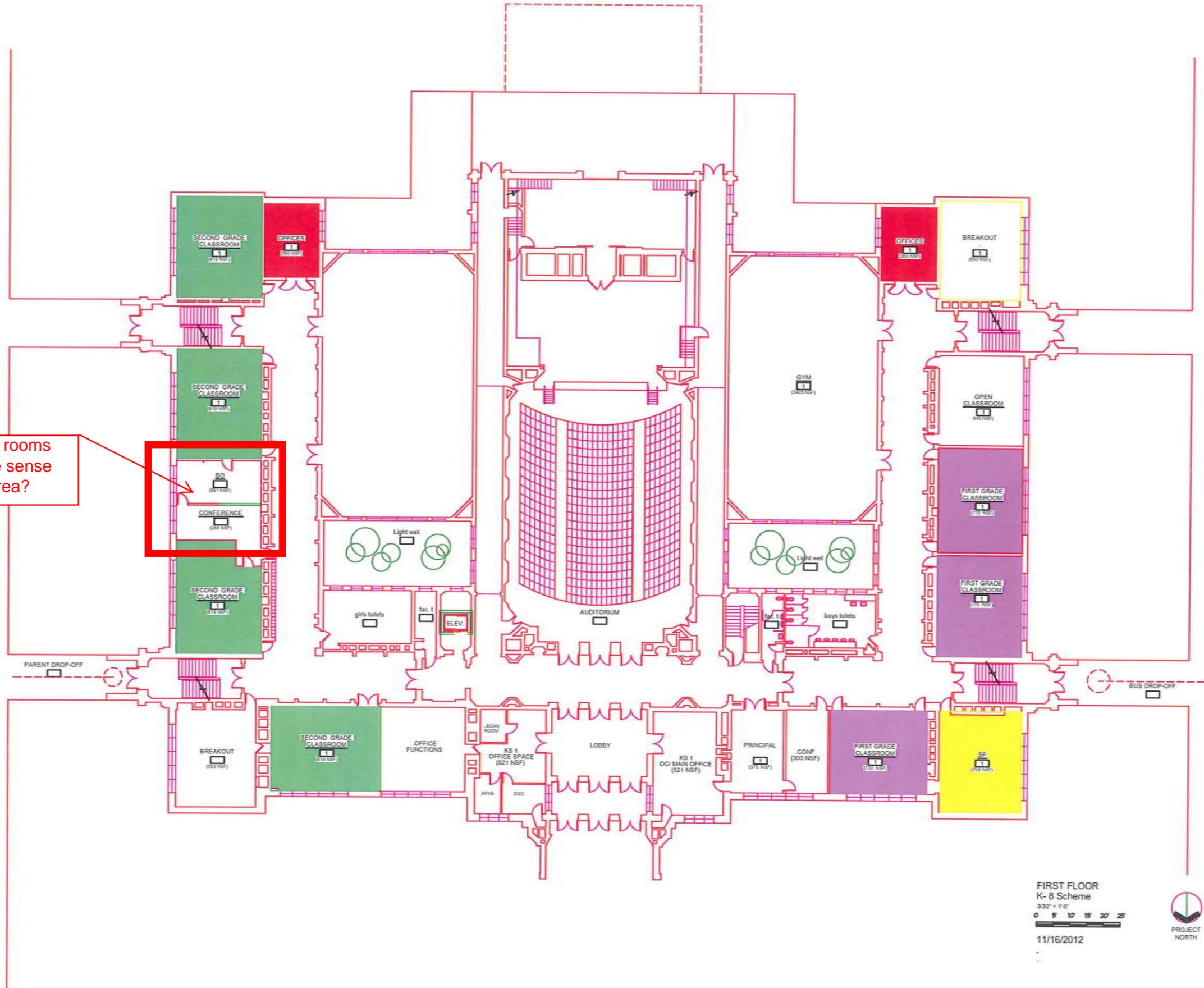
**A2.02**



LOWER LEVEL  
 K - 8 SCHEME  
 3/32" = 1'-0"  
 0 5 10 15 20 25  
 11/16/2012

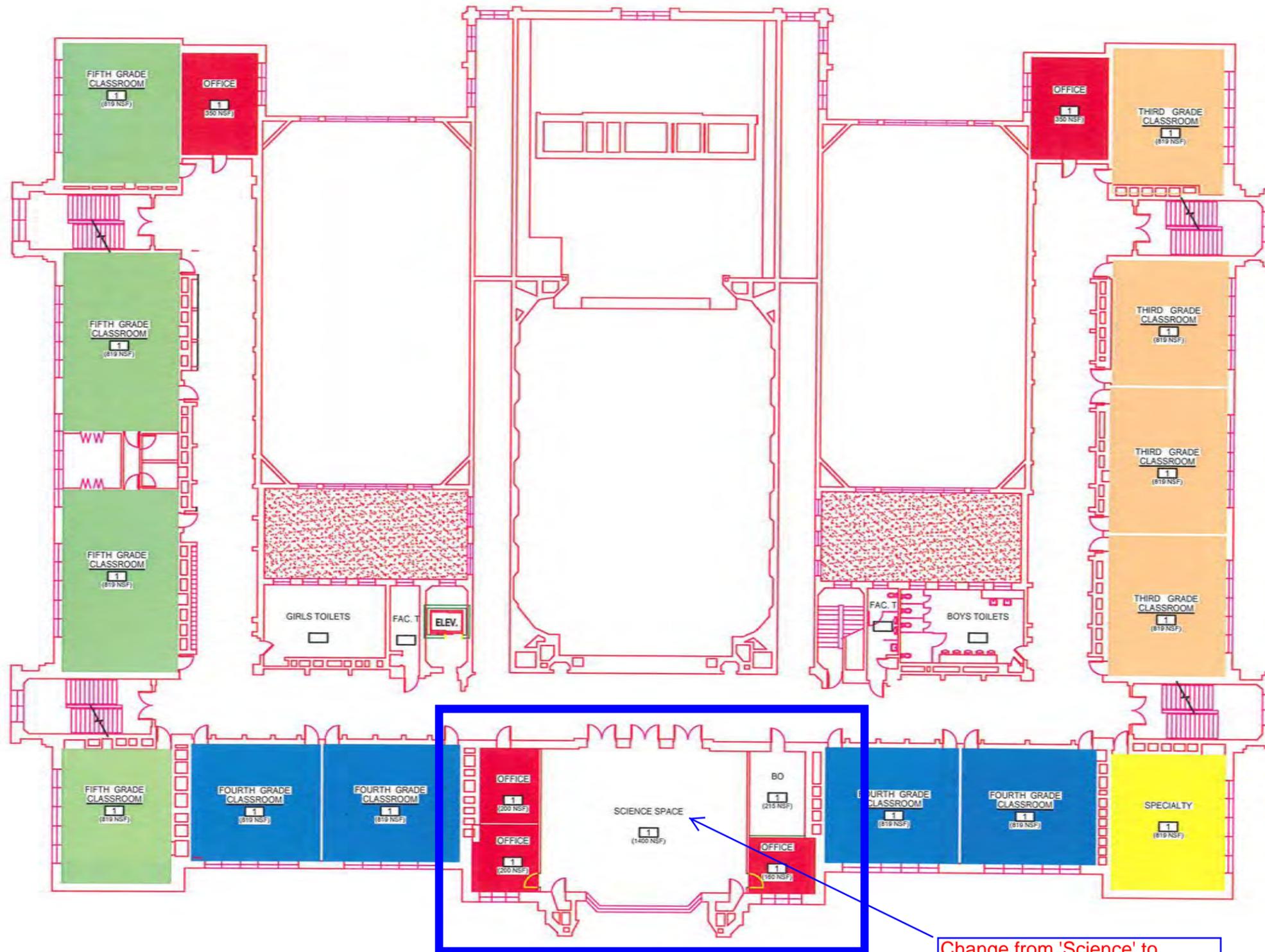


Do these rooms still make sense for this area?



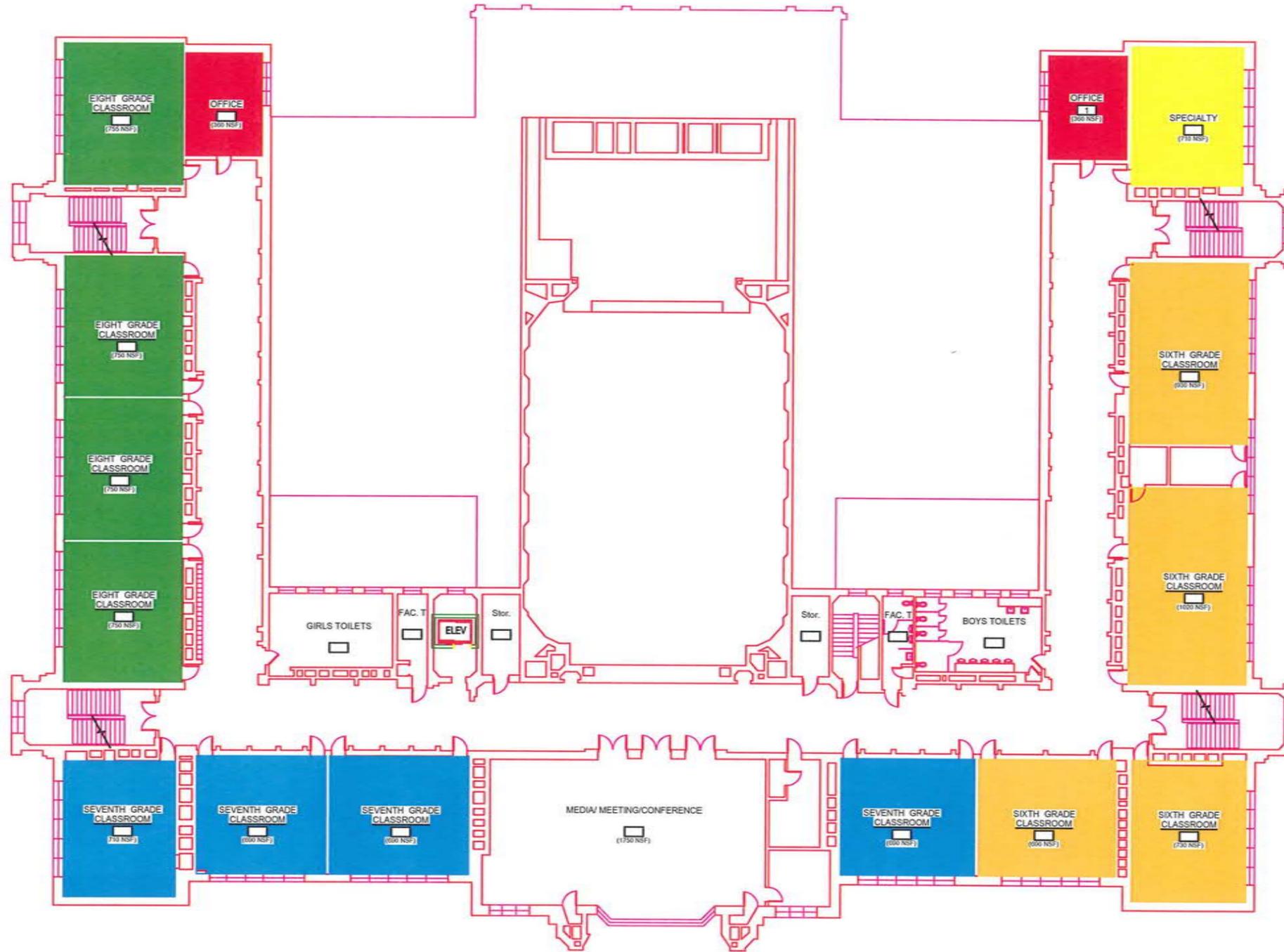
FIRST FLOOR  
K-8 Scheme  
3/32" = 1'-0"  
0 5' 10' 15' 20' 25'  
11/16/2012





Change from 'Science' to 'Specialty'  
See existing floorplan attachment for notes regarding layout of these spaces.





THIRD FLOOR  
 PLAN (K-8 SCHEME)  
 3/32" = 1'-0"



11/16/2012



## 17. Food Services

In accordance with state and federal law, Achievement First Charter 10 and 11 will provide students with healthy and nutritious breakfasts, snacks, and lunches every school day of the year. We will strive to provide our students with snacks and meals that motivate healthy eating habits in our students. The school plans to contract either an independent food service provider or the New York City Department of Education. Depending on the school facility, we anticipate that breakfasts, lunches, and snacks will be prepared off-site and served to students in a manner which follows state and federal guidelines. As the designated point person, each of the new school's Director of School Operations will work with the food services provider to arrange for the arrival, delivery, and disposal of all food. The Director of Operations will also work with the provider to handle food services logistics and weekly reporting and compliance. In planning for the school we have determined that a very high proportion of students in neighboring schools are eligible for free or reduced Lunch. Under the Provision II program of the National School Lunch and Breakfast Program, the new schools aim to provide free meals to all students regardless of their ability to pay. Students who are eligible for free lunch will not be required to pay for meals, students eligible for reduced lunch we will required to pay a fraction of the cost, and students ineligible altogether parents will be invoiced monthly for all meals.

## 18. Health Services

AF Charter 10 and 11 are committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated he/she is. To this end, we plan to take several steps to ensure the health and welfare of our students.

First and foremost, each new school will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all state health services requirements including immunization and diagnostic testing requirements. The new schools will coordinate with the Department to ensure that there are nursing services available for our students; each new school will also conduct reach out to community health services organizations so our students have access to healthcare. Students will have access to medications and treatment when they are ill or injured. The staff will be trained in first aid and CPR and will maintain student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

The new schools will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the 14th day of school. Student health forms will be provided to parents during each new school's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents or guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. A nurse or an appropriate staff member will review this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions from immunizations of the school's student population. Parents seeking to waive the immunization requirement will be required to submit their request in writing to the school nurse or a designated individual. This designee will review the request on behalf of the school and advise the principal, who will make the final decision on the waiver request.

At our new schools, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. The new schools will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with developing peer relationships, social skills and self-esteem; resisting peer pressure; and resolving conflict; and will provide educational resources on topics related to sex, drugs, managing anger, and better understanding themselves and others. These services will be an essential part of each new school's program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency, the school's child study team, or the CSE as appropriate.

## 19. Transportation

The Office of Pupil Transportation Services (OPTS) and the New York City Department of Education are responsible for providing transportation services to eligible students. When AF opens its new elementary schools, students in grades K-2 will be eligible for bus services if they live more than a half mile (0.5mi) from the school. This, however, does not guarantee that busing will be provided. According to the OPTS, a single school bus can only travel a distance of five (5) miles. After grade 2, students residing more than one mile from the school may be eligible for busing. Eligible students who elect not to ride the school bus through OPTS may be eligible for reduced or full fare Metrocards, depending on their proximity to the school. Each new school will work with the school district to provide these services and with parents to make a determination of eligibility during the school's enrollment period. The schools do not plan to provide supplemental transportation services to students ineligible for transportation under §3635 of the Education Law. Parents or guardians of students ineligible for transportation by their school district of residence are responsible for providing transportation for such students.

When the new schools are in session on days when the students' school districts of residence are not in session, the school shall seek arrangements with NYCDOE to provide transportation to eligible students, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. The anticipated costs of such transportation are included in the attached budgets.



## 21. Programmatic Audits

We acknowledge that our charter school is subject to the same programmatic audits required of other public schools in New York State. To ensure compliance with the New York State Charter Schools Act, the Board of Trustees for the Achievement First Brooklyn Academy Charter School will conduct programmatic and fiscal audits annually. These audits will be produced in the school's annual report. Specifically, the annual report will include a school report card that highlights student achievement through city and state comparative data, attendance rates, discipline information, a student and staff profile, and fiscal performance data. This report will be made available to the public.

Achievement First Charter 10 and 11 will also develop a school accountability plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures—including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Each year, Achievement First Charter 10 and 11 will submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the School Report Card mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

## 22. Fiscal Soundness

### (a) Budget

The approach to budgeting at Achievement First Charter 10, 11 and 12 will be the same as Achievement First uses at Achievement First Bushwick, and for its six other New York Charters: Achievement First Crown Heights, Achievement First East New York, Achievement First Brownsville, Achievement First Aspire, Achievement First Endeavor, and Achievement First Apollo. The assumptions underlying the budget plan are based on eight years of actual performance across these Achievement First schools. We are confident that these assumptions are conservative and appropriate based on the fact that all Achievement First charters have experienced surpluses in each of the years they have been operating since 2005-2006. In addition, we have worked a contingency fund into the budgets to provide additional resources in case actual expenses exceed budgeted amounts. The network model at Achievement First allows schools to operate very efficiently, investing in great teachers and providing comprehensive instructional supports. By realizing economies of scale in shared services, we believe that AF Network Support provides back office and other services at an extremely high level of quality and cost-effectiveness, allowing the school to optimize its budgets to support teaching and learning.

Prior to start-up, every AF charter school has received significant private philanthropy and secured a line of credit from Bank of America, to ensure sufficient cash flow in the early years of operation before the school reaches full scale. While we do not expect this to be necessary given the current state of charter school funding law, we are confident that should additional philanthropic support and/or credit become necessary, that AF could raise it. The pre-operational startup costs for the new schools will be borne by Achievement First. It has been the practice of Achievement First to provide all start-up services free of charge to the charter before public per-pupil funds are available. The financial obligations of the charter thus begin in year one, starting on July 1 of the year in which the charter will start operating. The services provided by Achievement First include hiring all personnel and paying the salary of anyone hired before July 1 of the year the charter will start operating. Additionally, it includes locating and securing a facility, performing student recruitment, and developing the first year curriculum. During the early years of the charter, public revenue will be supplemented by philanthropy secured by the network, until the school reaches scale. Because the school will use an all-funds budgeting approach, specific line items are not allocated to private funds. However, if there were to be any potential shortfall in fundraising dollars, the parameters guiding the budgeting process would be revised, while maintaining the focus on supporting the core elements of the academic program.

The financial picture for existing schools has changed significantly due to recent changes in New York state law. In the best case scenario, all schools in the AF Bushwick education corporation would benefit from the significant increase in per-pupil funding, and new schools would benefit as well from either free co-location or a 20% per pupil facilities subsidy. While central Brooklyn real estate is more expensive than similar real estate in Connecticut (where AF operates more private facilities), the additional subsidy would cover new facilities costs, which have been estimated conservatively in the attached projections. The most likely scenario, at least in the short term, for private facilities is leasing rather than purchasing. A leased facility would likely require some degree of renovation or leasehold improvements, and these capital expenses would fall to Achievement First (funded by philanthropy), as they have in all other facilities development AF has done in New York, Connecticut, and Rhode Island.



Due to sound fiscal management over the course of AF Bushwick's lifetime, the education corporation has approximately \$3million in Board designated reserves. This long term financial strategy has been driven by the political uncertainty inherent in the co-location process. In both the realistic and worst case scenarios, these cash reserves would allow the new schools to start up and maintain positive cash flow. In the worst case scenario (in which no facilities funding is available and currently co-located schools are forced to move into private space), some additional philanthropic support would be necessary. This would require a one-time start-up grant of \$250,000 per charter. Given Achievement First's history of fundraising, as well as the likely response from the philanthropic community if such a worst-case scenario were to come to fruition, we feel that this is a realistic fundraising expectation to support the proposed growth.

There would be unavoidable programmatic effects in this worst case scenario, but based on experience Achievement First's experience in the volatile funding environment of Connecticut, we are confident that these changes would not impact student learning. Budget reductions would protect core teaching and leadership spending as much as possible, focusing on reductions in expenses related to field trips, technology, and supplies, and other areas where economies may be able to be found. However, our projections do assume a 1% reduction in the rate of salary growth for school staff. While this certainly creates the risk that recruiting new teachers will become more difficult, our experience and data analysis show that AF's competitive advantage in recruiting is not salary, but rather opportunities for professional growth and our "Team & Family" culture. Additionally, we would seek lower cost facilities in the event that facilities funding was not available. For example, we would reduce the overall square footage required by about 25%, by not requiring a gym or central gathering space, requiring smaller classrooms, and scheduling classrooms more efficiently so that more could be used as multiuse rooms. Achievement First has a successful history both of making programmatic adjustments based on adverse financial conditions, and of raising significant private funding to support schools. Achievement First schools in Connecticut have historically operated on per pupil funding that is approximately 75% of what traditional public schools receive. As a result, AF network support has worked closely with Connecticut principals to utilize a leaner financial model, which has still been very successful in meeting academic performance goals. Additionally, as explained in the CMO Business Plan, Achievement First has demonstrated the ability in excess of \$25MM annually, and has identified special projects at the Network Support level that could be downsized significantly to redirect fundraising capacity to New York schools in the event that additional facilities costs arise. While the level of private fundraising that would be required in this event is not typical for Achievement First schools in New York, it is well within the demonstrated capacity of the network support, particularly given the improving funding situation in Connecticut.

Achievement First is the recipient of a federal Charter Schools Program grant, and the CSP start-up funds in Response 22(e) will be part of this grant. Consistent with network growth plans, the 2015-16 academies are included in the grant application, and that Achievement First will continue to receive CSP grants in future rounds. The full grant amount of the current grant is \$5,654,771, and each academy is typically granted between approximately \$225,000 over three years (individual academies under a single charter, such as AF Charter School 10 elementary and middle schools, are each eligible for the full start up grant). Because the middle school academies for Charters 10 & 11 will open with in the third year of operation, CSP start-up funds are reflected in the budget projection for Year 5.

School operating costs are based on historical expenditures, and instructional salary costs are determined largely by the labor market for teachers in New York. Our staffing model is designed to

ensure that teachers are successful in the classroom, which has a few implications for the proposed budgets. First, the school administrations are relatively large compared with traditional district schools and some charters. While our budgeting process makes every effort to direct resources to the classroom, we believe that the additional support we are able to provide for teachers is money well spent. Specifically, the 3-person operations team takes all non-instructional work off the plate of teachers, deans, and the principals, meaning they can focus entirely on teaching and learning. The five deans make it possible to provide weekly observation and coaching for every teacher. The other noteworthy area of the budget is technology. All staff are provided with a smartphone and laptop to ensure that they have the tools to communicate with families and peers, design rigorous and engaging learning experiences, and use data to drive their instruction.

**(b) Financial Planning**

Explain the process the school will use to develop its annual budget. This response should address:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and
- Procedures for monitoring and modifying budgets.

Financial planning at Achievement First Charter 10, 11 and 12 will be guided by the imperative of building a program that ensures all scholars are prepared for success in college, while also establishing a financially viable and sustainable organization. The network support finance team works closely with principals and directors of school operations to understand the educational needs and build a budget to meet these needs, while at the same time setting budget parameters designed to ensure sound long term financial viability. The budgeting process runs in tandem with the “readiness planning” process at each school, beginning in January for the upcoming fiscal year. As described in Response 9(b), the readiness planning process is the process by which crucial academic and school culture systems are designed and/or refined each year. The budgeting process takes place in parallel, so that programmatic needs can be identified and prioritized. Once a final budget is agreed upon between the principal, director of school operations, and the Network Support finance team, the budget is presented to the Board finance subcommittee for initial review. Based on this review, the finance subcommittee then makes a recommendation to the full Board at the May meeting regarding budget approval.

Achievement First plays an important role in ensuring the fiscal soundness of all schools in the AF Network. By implementing consistent financial management services, including: collaborative preparation of the annual budget; providing training of operations staff in financial procedures; overseeing monthly and annual financial reporting; and implementing and supporting the system’s financial systems, AF staff ensures sound fiscal processes both at Achievement First itself and at the schools in the network. The Network Support finance team brings years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The Finance team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First’s strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network.

**(c) Fiscal Audits**



Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

The Board of Achievement First Charter 10, 11 and 12 will ensure that an annual fiscal audit is conducted in compliance with state laws. We will conduct audits for the first fiscal year and subsequent fiscal years, and they will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards. We will select a recognized audit firm through an RFP process, with the final decisions on which firm to select to be made by the charter's finance committee. The current auditors used for Achievement First schools in New York is ERE, LLP. Achievement First Inc. conducts internal audits of the charter as part of the internal control policies and to prepare for the annual external audit. To ensure fiscal compliance, the new schools will retain an independent, certified public accounting firm to conduct a rigorous and in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The Audit & Finance Committee of the Board of Trustees will interview and make a recommendation to the full board for decision. Once the audit is complete, the Board will publish the results in the school's annual report. All information reported will adhere to generally accepted accounting procedures (GAAP) and will be in compliance with applicable Government Accounting standards. Funding for this audit is included in the school's financial plan.



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 10**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**CONTRACTED SERVICES**

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

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-
---

**DISSOLUTION ESCROW & RESERVES / CONTINGENCY**

-
---

**TOTAL EXPENSES**

-
---

**NET INCOME**

-
---

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	-	-	-	-	-	-	-
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,113,111	483,650	-	-	-	3,596,761
<b>Total Expenses</b>	3,277,246	565,933	-	-	-	3,843,179
<b>Net Income</b>	(164,135)	(82,283)	-	-	-	(246,419)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	2,288,574	254,286	-	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,127</b>	<b>2,288,574</b>	<b>254,286</b>	<b>-</b>	<b>-</b>	<b>2,542,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,288,574</b>	<b>363,382</b>	<b>-</b>	<b>-</b>	<b>2,651,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	28,653	-	-	28,653
Title I		82,520	9,169	-	-	91,688
Title Funding - Other		10,315	1,146	-	-	11,461
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		191,145	21,238	-	-	212,383
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>283,979</b>	<b>60,206</b>	<b>-</b>	<b>-</b>	<b>344,185</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		81,236	9,026	-	-	90,262
Earnings on Investments		-	-	-	-	-
Interest Income		1,607	179	-	-	1,786
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		457,715	50,857	-	-	508,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>540,558</b>	<b>60,062</b>	<b>-</b>	<b>-</b>	<b>600,620</b>
<b>TOTAL REVENUE</b>		<b>3,113,111</b>	<b>483,650</b>	<b>-</b>	<b>-</b>	<b>3,596,761</b>

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2015 to June 30, 2016**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,113,111	483,650	-	-	-	3,596,761
<b>Total Expenses</b>	3,277,246	565,933	-	-	-	3,843,179
<b>Net Income</b>	(164,135)	(82,283)	-	-	-	(246,419)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	-	129,359	14,373	-	-	143,732
Deans, Directors & Coordinators	-	163,585	18,176	-	-	181,761
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	71,632	7,959	-	-	79,591
Administrative Staff	-	38,203	4,245	-	-	42,448
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	402,779	44,753	-	-	447,532
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	-	700,516	77,835	-	-	778,352
Teachers - SPED	-	-	201,795	-	-	201,795
Substitute Teachers	-	4,584	509	-	-	5,094
Teaching Assistants	-	81,182	9,020	-	-	90,203
Specialty Teachers	-	90,808	10,090	-	-	100,897
Aides	-	-	-	-	-	-
Therapists & Counselors	-	67,418	7,491	-	-	74,909
Other	-	40,684	4,520	-	-	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	985,193	311,261	-	-	1,296,453
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	597	66.36	-	-	664
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	597	66	-	-	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	1,388,569	356,080	-	-	1,744,649
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	152,263	16,918	-	-	169,181
Fringe / Employee Benefits	-	101,508	11,279	-	-	112,787
Retirement / Pension	-	20,792	2,310	-	-	23,102
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	274,563	30,507	-	-	305,070
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	1,663,132	386,587	-	-	2,049,719
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	7,335	815	-	-	8,150
Legal	-	2,292	255	-	-	2,547
Management Company Fee	-	274,135	30,459	-	-	304,594
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	15,472	1,719	-	-	17,192
Payroll Services	-	4,011	446	-	-	4,457
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,599	1,289	-	-	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	314,844	34,983	-	-	349,827
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,447	716	-	-	7,163
Special Ed Supplies & Materials	-	3,094	344	-	-	3,438
Textbooks / Workbooks	-	38,681	4,298	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	30,945	3,438	-	-	34,383
Telephone	-	35,844	3,983	-	-	39,827
Technology	-	103,493	11,499	-	-	114,992
Student Testing & Assessment	-	9,283	1,031	-	-	10,315
Field Trips	-	5,415	602	-	-	6,017
Transportation (student)	-	15,472	1,719	-	-	17,192
Student Services - other	-	5,415	602	-	-	6,017
Office Expense	-	20,630	2,292	-	-	22,922
Staff Development	-	16,117	1,791	-	-	17,908
Staff Recruitment	-	6,447	716	-	-	7,163
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	206	23	-	-	229
Fundraising	-	-	-	-	-	-
Other	-	3,223	358	-	-	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	300,715	33,413	-	-	334,128
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	32,638	3,626	-	-	36,264
Janitorial	-	40,500	4,500	-	-	45,000
Building and Land Rent / Lease	-	546,750	60,750	-	-	607,500
Repairs & Maintenance	-	28,350	3,150	-	-	31,500
Equipment / Furniture	-	162,000	18,000	-	-	180,000
Security	-	45,000	5,000	-	-	50,000
Utilities	-	108,000	12,000	-	-	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	963,238	107,026	-	-	1,070,264
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	35,317	3,924	-	-	39,242
<b>TOTAL EXPENSES</b>	-	3,277,246	565,933	-	-	3,843,179
<b>NET INCOME</b>	-	(164,135)	(82,283)	-	-	(246,419)



**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Revenue</b>	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Expenses</b>	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	299,638	3,843,179
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	2,651,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	28,653	-	-	28,653
Title I	-	-	-	-	-	91,688	-	-	-	-	-	-	91,688
Title Funding - Other	-	-	-	-	-	11,461	-	-	-	-	-	-	11,461
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	180,525	-	-	31,857	-	-	-	-	-	212,383
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	180,525	-	103,149	31,857	-	-	28,653	-	-	344,185
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	90,262	90,262
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	149	149	149	149	149	149	149	149	149	149	149	149	1,786
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	508,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	132,792	600,620
<b>TOTAL REVENUE</b>	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Revenue</b>													
<b>Total Expenses</b>	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	299,638	3,843,179
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	143,732
Deans, Directors & Coordinators	-	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	181,761
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	79,591
Administrative Staff	-	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	42,448
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	447,532
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	778,352
Teachers - SPED	-	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	201,795
Substitute Teachers	-	424	424	424	424	424	424	424	424	424	424	424	5,094
Teaching Assistants	-	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	90,203
Specialty Teachers	-	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	100,897
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	74,909
Other	-	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	1,296,453
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	55	55	55	55	55	55	55	55	55	55	55	664
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	55	55	55	55	55	55	55	55	55	55	55	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	1,744,649
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	169,181
Fringe / Employee Benefits	-	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	112,787
Retirement / Pension	-	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	23,102
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	305,070
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	2,049,719
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	679	679	679	679	679	679	679	679	679	679	679	8,150
Legal	-	212	212	212	212	212	212	212	212	212	212	212	2,547
Management Company Fee	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	304,594
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Payroll Services	-	371	371	371	371	371	371	371	371	371	371	371	4,457
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	53,102	2,337	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	54,822	349,827
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	2,388	-	2,388	2,388	-	-	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	1,146	-	1,146	1,146	-	-	-	-	-	-	3,438
Textbooks / Workbooks	-	-	14,326	-	14,326	14,326	-	-	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	34,383
Telephone	-	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	39,827
Technology	-	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	114,992
Student Testing & Assessment	-	-	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	10,315
Field Trips	-	-	-	-	-	-	-	-	-	6,017	-	-	6,017
Transportation (student)	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Student Services - other	-	-	602	602	602	602	602	602	602	602	602	602	6,017
Office Expense	-	-	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	22,922
Staff Development	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	17,908
Staff Recruitment	-	-	716	716	716	716	716	716	716	716	716	716	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	23	23	23	23	23	23	23	23	23	23	229
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	298	298	298	298	298	298	298	298	298	298	298	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	13,200	13,200	42,673	24,813	42,673	24,813	24,813	24,813	30,830	24,813	24,813	334,128
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	36,264
Janitorial	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease	-	-	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	607,500
Repairs & Maintenance	-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Security	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Utilities	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	35,939	67,439	96,689	96,689	96,689	96,689	96,689	96,689	96,689	96,689	96,689	1,070,264
<b>DEPRECIATION &amp; AMORTIZATION</b>													
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	39,242
<b>TOTAL EXPENSES</b>	-	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	3,843,179
<b>NET INCOME</b>	-	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(246,418)
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-								

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
<b>Total Revenue</b>	3,596,761	5,091,315	9,019,754	12,470,395	14,331,511
<b>Total Expenses</b>	3,843,179	5,745,229	9,058,886	11,928,168	13,944,945
<b>Net Income (Before Cash Flow Adjustments)</b>	(246,418)	(653,914)	(39,132)	542,227	386,566
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732
	<b>Year 1 2015</b>	<b>Year 2 2016</b>	<b>Year 3 2017</b>	<b>Year 4 2018</b>	<b>Year 5 2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	109,096	151,523	276,377	387,898	443,658
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>2,651,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	28,653	44,163	75,519	108,112	126,126
Title I	91,688	141,322	235,567	333,524	384,580
Title Funding - Other	11,461	17,665	29,192	41,172	47,280
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	212,383	224,696	188,738	72,181	147,250
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>344,185</b>	<b>427,846</b>	<b>529,015</b>	<b>554,990</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	90,262	121,094	205,531	286,766	325,685
Earnings on Investments	-	-	-	-	-
Interest Income	1,786	2,752	4,936	7,206	8,576
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	508,572	731,350	1,333,982	1,872,256	2,141,393
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>600,620</b>	<b>855,196</b>	<b>1,544,449</b>	<b>2,166,228</b>	<b>2,475,654</b>
<b>TOTAL REVENUE</b>	<b>3,596,761</b>	<b>5,091,315</b>	<b>9,019,754</b>	<b>12,470,395</b>	<b>14,331,511</b>

Assumes 4% students eligible for funding at 20-60 level and 1% at 60+ level

Assumes 10% of students eligible for funding  
Assumes 80% FRL, \$600 per pupil  
Assumes 80% FRL, \$60 per pupil

a new school.

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,596,761	5,091,315	9,019,754	12,470,395	14,331,511
<b>Total Expenses</b>	3,843,179	5,745,229	9,058,886	11,928,168	13,944,945
<b>Net Income (Before Cash Flow Adjustments)</b>	(246,418)	(653,914)	(39,132)	542,227	386,566
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
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<b>EXPENSES</b>		No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	143,732	146,607	299,078	305,059	311,161	Starts with one in elementary. Adds one in middle school in 2017
Deans, Directors & Coordinators	2.00	181,761	370,793	567,313	771,546	983,721	2017 and one in middle in 2017
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	79,591	81,182	165,612	168,924	172,303	middle school in 2018.
Administrative Staff	1.00	42,448	90,924	139,644	192,979	192,979	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>447,532</b>	<b>689,506</b>	<b>1,171,647</b>	<b>1,438,509</b>	<b>1,660,164</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	12.00	778,352	1,382,006	2,351,041	3,396,239	3,967,436	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00	201,795	308,746	494,315	687,182	778,352	
Substitute Teachers	-	5,094	8,226	12,835	17,568	19,987	
Teaching Assistants	-	90,203	119,068	215,296	275,910	310,145	
Specialty Teachers	2.00	100,897	154,373	284,367	381,545	427,889	school in 2018.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	74,909	224,976	229,476	234,065	274,784	Starts with 1 in elementary and adds 2 in 2015.
Other	-	45,204	69,675	120,549	173,431	203,371	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>1,296,453</b>	<b>2,267,070</b>	<b>3,707,879</b>	<b>5,165,941</b>	<b>5,981,964</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	664	1,023	2,001	3,017	3,707	Overtime only
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>664</b>	<b>1,023</b>	<b>2,001</b>	<b>3,017</b>	<b>3,707</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,744,649</b>	<b>2,957,600</b>	<b>4,881,527</b>	<b>6,607,467</b>	<b>7,645,835</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	169,181	273,227	451,286	636,377	740,896	
Fringe / Employee Benefits	-	112,787	182,151	300,857	424,251	493,930	
Retirement / Pension	-	23,102	37,310	61,071	85,729	99,466	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>305,070</b>	<b>492,688</b>	<b>813,215</b>	<b>1,146,357</b>	<b>1,334,292</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>2,049,719</b>	<b>3,450,287</b>	<b>5,694,742</b>	<b>7,753,825</b>	<b>8,980,127</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	8,150	13,162	21,728	30,632	35,655	
Legal	-	2,547	4,113	6,790	9,572	11,142	
Management Company Fee	-	304,594	459,721	773,950	1,089,304	1,249,488	10% of public revenue (before facilities funds)
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	17,192	26,498	45,311	64,867	75,675	
Payroll Services	-	4,457	7,198	11,883	16,752	19,499	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	12,887	20,813	33,613	46,860	54,082	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>349,827</b>	<b>531,506</b>	<b>893,275</b>	<b>1,257,986</b>	<b>1,445,542</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	7,163	10,643	18,433	29,224	28,921	Based on historical spending
Special Ed Supplies & Materials	-	3,438	5,300	9,976	16,487	17,988	Based on historical spending
Textbooks / Workbooks	-	42,979	59,620	92,908	177,483	101,728	Based on historical spending
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	34,383	33,122	45,411	56,759	40,319	Based on historical spending
Telephone	-	39,827	45,485	82,693	129,452	131,129	Based on historical spending
Technology	-	114,992	161,785	255,553	343,862	384,849	Based on historical spending
Student Testing & Assessment	-	10,315	15,899	26,273	41,172	42,552	Based on historical spending
Field Trips	-	6,017	9,274	30,943	59,416	73,566	Based on historical spending
Transportation (student)	-	17,192	26,498	45,311	72,074	75,675	Based on historical spending
Student Services - other	-	6,017	9,274	21,344	37,659	43,606	Based on historical spending
Office Expense	-	22,922	35,850	62,005	99,102	104,209	Based on historical spending
Staff Development	-	17,908	28,008	52,416	86,433	93,819	Based on historical spending
Staff Recruitment	-	7,163	11,203	19,377	30,969	32,565	Based on historical spending
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	229	370	1,148	2,219	2,657	Based on historical spending
Fundraising	-	-	-	-	-	-	
Other	-	3,582	5,602	9,688	15,485	16,283	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>334,128</b>	<b>457,933</b>	<b>773,480</b>	<b>1,197,798</b>	<b>1,189,867</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	36,264	50,770	60,282	77,030	104,760	
Janitorial	-	45,000	76,050	101,250	114,750	171,000	
Building and Land Rent / Lease	-	607,500	829,238	1,004,400	1,054,886	1,475,626	Assumes \$20psf w/ escalator clause.
Repairs & Maintenance	-	31,500	46,800	60,750	67,500	90,000	
Equipment / Furniture	-	180,000	29,635	124,877	35,575	48,383	1, followed by \$500 per new student until full enrollment (split b/w facilities)
Security	-	50,000	50,000	75,000	75,000	75,000	
Utilities	-	120,000	159,900	189,000	193,500	264,000	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>1,070,264</b>	<b>1,242,393</b>	<b>1,615,559</b>	<b>1,618,241</b>	<b>2,228,769</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>39,242</b>	<b>63,110</b>	<b>81,831</b>	<b>100,319</b>	<b>100,640</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,843,179</b>	<b>5,745,229</b>	<b>9,058,886</b>	<b>11,928,168</b>	<b>13,944,945</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(246,418)</b>	<b>(653,914)</b>	<b>(39,132)</b>	<b>542,227</b>	<b>386,566</b>	

Achievement First Charter School 10 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
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<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	180	250	456	640	732	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>19,982</b>	<b>20,365</b>	<b>19,780</b>	<b>19,485</b>	<b>19,579</b>	
<b>EXPENSES PER PUPIL</b>	<b>21,351</b>	<b>22,981</b>	<b>19,866</b>	<b>18,638</b>	<b>19,050</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(246,418)</b>	<b>(653,914)</b>	<b>(39,132)</b>	<b>542,227</b>	<b>386,566</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>753,582</b>	<b>99,668</b>	<b>60,536</b>	<b>602,763</b>	Assumes 1/3 of AF Bushwick cash reserves
<b>ENDING CASH BALANCE</b>	<b>753,582</b>	<b>99,668</b>	<b>60,536</b>	<b>602,763</b>	<b>989,329</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 10**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP  
PERIOD

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-





		Achievement First Charter School 10 PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
<b>Total Revenue</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>														
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>														
	No. of Positions	-	-	-	-	-	-	-	-	-	-	-	-	-
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>														
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>														
<b>CONTRACTED SERVICES</b>														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>														
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>														
<b>TOTAL EXPENSES</b>														
<b>NET INCOME</b>														
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES</b>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>														
<b>NET INCOME</b>														
<b>Beginning Cash Balance</b>														
<b>ENDING CASH BALANCE</b>														

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,905,396	432,793	-	-	-	-	3,338,189
<b>Total Expenses</b>	3,044,381	442,889	-	-	-	-	3,487,270
<b>Net Income</b>	(138,985)	(10,096)	-	-	-	-	(149,081)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	2,288,574	254,286	-	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	14,127	2,288,574	254,286	-	-	2,542,860
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		2,288,574	363,382	-	-	2,651,956
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	28,653	-	-	28,653
Title I		82,520	9,169	-	-	91,688
Title Funding - Other		10,315	1,146	-	-	11,461
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		191,145	21,238	-	-	212,383
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		283,979	60,206	-	-	344,185
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		250,000	-	-	-	250,000
Fundraising		-	-	-	-	-
Erate Reimbursement		81,236	9,026	-	-	90,262
Earnings on Investments		-	-	-	-	-
Interest Income		1,607	179	-	-	1,786
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		332,843	9,205	-	-	342,048
<b>TOTAL REVENUE</b>		<b>2,905,396</b>	<b>432,793</b>	-	-	<b>3,338,189</b>

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,905,396	432,793	-	-	-	-	3,338,189
<b>Total Expenses</b>	3,044,381	442,889	-	-	-	-	3,487,270
<b>Net Income</b>	(138,985)	(10,096)	-	-	-	-	(149,081)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

		No. of Positions						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	125,591	13,955	-	-	-	-	139,546
Deans, Directors & Coordinators	-	158,821	17,647	-	-	-	-	176,468
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	69,545	7,727	-	-	-	-	77,272
Administrative Staff	-	37,091	4,121	-	-	-	-	41,212
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	391,048	43,450	-	-	-	-	434,498
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	723,867	-	-	-	-	-	723,867
Teachers - SPED	-	-	181,615	-	-	-	-	181,615
Substitute Teachers	-	4,584	509	-	-	-	-	5,094
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	90,808	10,090	-	-	-	-	100,897
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	67,418	7,491	-	-	-	-	74,909
Other	-	40,684	4,520	-	-	-	-	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	927,361	204,226	-	-	-	-	1,131,586
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	597	66.36	-	-	-	-	664
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	597	66	-	-	-	-	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>								
	-	1,319,006	247,742	-	-	-	-	1,566,748
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	137,036	15,226	-	-	-	-	152,263
Fringe / Employee Benefits	-	91,358	10,151	-	-	-	-	101,508
Retirement / Pension	-	18,713	2,079	-	-	-	-	20,792
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	247,107	27,456	-	-	-	-	274,563
<b>TOTAL PERSONNEL SERVICE COSTS</b>								
	-	1,566,113	275,198	-	-	-	-	1,841,311
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	7,335	815	-	-	-	-	8,150
Legal	-	2,292	255	-	-	-	-	2,547
Management Company Fee	-	274,135	30,459	-	-	-	-	304,594
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,472	1,719	-	-	-	-	17,192
Payroll Services	-	4,011	446	-	-	-	-	4,457
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,599	1,289	-	-	-	-	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	314,844	34,983	-	-	-	-	349,827
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,447	716	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	3,438	-	-	-	-	3,438
Textbooks / Workbooks	-	38,681	4,298	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	30,945	3,438	-	-	-	-	34,383
Telephone	-	35,844	3,983	-	-	-	-	39,827
Technology	-	77,620	8,624	-	-	-	-	86,244
Student Testing & Assessment	-	9,283	1,031	-	-	-	-	10,315
Field Trips	-	5,415	602	-	-	-	-	6,017
Transportation (student)	-	15,472	1,719	-	-	-	-	17,192
Student Services - other	-	5,415	602	-	-	-	-	6,017
Office Expense	-	20,630	2,292	-	-	-	-	22,922
Staff Development	-	16,117	1,791	-	-	-	-	17,908
Staff Recruitment	-	6,447	716	-	-	-	-	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	206	23	-	-	-	-	229
Fundraising	-	-	-	-	-	-	-	-
Other	-	3,223	358	-	-	-	-	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	271,747	33,632	-	-	-	-	305,380
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	32,638	3,626	-	-	-	-	36,264
Janitorial	-	40,500	4,500	-	-	-	-	45,000
Building and Land Rent / Lease	-	440,073	48,897	-	-	-	-	488,970
Repairs & Maintenance	-	28,350	3,150	-	-	-	-	31,500
Equipment / Furniture	-	162,000	18,000	-	-	-	-	180,000
Security	-	45,000	5,000	-	-	-	-	50,000
Utilities	-	108,000	12,000	-	-	-	-	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	856,561	95,173	-	-	-	-	951,734
<b>DEPRECIATION &amp; AMORTIZATION</b>								
	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>								
	-	35,116	3,902	-	-	-	-	39,018
<b>TOTAL EXPENSES</b>	-	3,044,381	442,889	-	-	-	-	3,487,270
<b>NET INCOME</b>	-	(138,985)	(10,096)	-	-	-	-	(149,081)



**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189
<b>Total Expenses</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	14,127												
School District 1 (Enter Name)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	2,651,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	28,653	-	-	-	28,653
Title I	-	-	-	-	-	91,688	-	-	-	-	-	-	91,688
Title Funding - Other	-	-	-	-	-	11,461	-	-	-	-	-	-	11,461
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	180,525	-	-	31,857	-	-	-	-	-	212,383
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	180,525	-	103,149	31,857	-	28,653	-	-	-	344,185
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	90,262	90,262
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	149	149	149	149	149	149	149	149	149	149	149	149	1,786
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	250,149	149	149	149	149	149	149	149	149	149	149	90,411	342,048
<b>TOTAL REVENUE</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189
<b>Total Expenses</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	139,546
Deans, Directors & Coordinators	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	176,468
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	77,273
Administrative Staff	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	41,212
<b>TOTAL ADMINISTRATIVE STAFF</b>	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	434,498
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	723,867
Teachers - SPED	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	181,615
Substitute Teachers	424	424	424	424	424	424	424	424	424	424	424	424	5,094
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	100,897
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	74,909
Other	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	45,204
<b>TOTAL INSTRUCTIONAL</b>	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	1,131,586
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	55	55	55	55	55	55	55	55	55	55	55	55	664
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	55	55	55	55	55	55	55	55	55	55	55	55	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	1,566,748
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	152,263
Fringe / Employee Benefits	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	101,508
Retirement / Pension	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	20,792
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	274,563
<b>TOTAL PERSONNEL SERVICE COSTS</b>	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	1,841,311
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	679	679	679	679	679	679	679	679	679	679	679	679	8,150
Legal	212	212	212	212	212	212	212	212	212	212	212	212	2,547
Management Company Fee	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	304,594
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Payroll Services	371	371	371	371	371	371	371	371	371	371	371	371	4,457
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	12,887
<b>TOTAL CONTRACTED SERVICES</b>	53,102	2,337	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	349,827
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	2,388	-	2,388	2,388	-	-	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	1,146	-	1,146	1,146	-	-	-	-	-	-	3,438
Textbooks / Workbooks	-	-	14,326	-	14,326	14,326	-	-	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	34,383
Telephone	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	39,827
Technology	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	86,244
Student Testing & Assessment	-	-	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	10,315
Field Trips	-	-	-	-	-	-	-	-	-	6,017	-	-	6,017
Transportation (student)	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Student Services - other	-	-	602	602	602	602	602	602	602	602	602	602	6,017
Office Expense	-	-	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	22,922
Staff Development	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	17,908
Staff Recruitment	-	-	716	716	716	716	716	716	716	716	716	716	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	23	23	23	23	23	23	23	23	23	23	229
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	298	298	298	298	298	298	298	298	298	298	298	298	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	10,804	10,804	40,277	22,417	40,277	40,277	22,417	22,417	22,417	28,434	22,417	22,417	305,379
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	36,264
Janitorial	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease	-	-	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	488,970
Repairs & Maintenance	-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Security	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Utilities	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	35,939	67,439	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	951,734
<b>DEPRECIATION &amp; AMORTIZATION</b>													
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	39,018
<b>TOTAL EXPENSES</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>NET INCOME</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-											

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732
	<b>Year 1 2015</b>	<b>Year 2 2016</b>	<b>Year 3 2017</b>	<b>Year 4 2018</b>	<b>Year 5 2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	109,096	151,523	276,377	387,898	443,658
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>2,651,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	28,653	44,163	75,519	108,112	126,126
Title I	91,688	141,322	235,567	333,524	384,580
Title Funding - Other	11,461	17,665	29,192	41,172	47,280
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	212,383	224,696	188,738	72,181	147,250
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>344,185</b>	<b>427,846</b>	<b>529,015</b>	<b>554,990</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	250,000	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	90,262	121,094	205,531	286,766	325,685
Earnings on Investments	-	-	-	-	-
Interest Income	1,786	2,752	4,936	7,206	8,576
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>342,048</b>	<b>123,846</b>	<b>210,467</b>	<b>293,972</b>	<b>334,261</b>
<b>TOTAL REVENUE</b>	<b>3,338,189</b>	<b>4,359,965</b>	<b>7,685,772</b>	<b>10,598,139</b>	<b>12,190,118</b>

Assumes 4% students eligible for funding at 20-60 level and 1% at 60+ level

Assumes 10% of students eligible for funding  
Assumes 80% FRL, \$600 per pupil  
Assumes 80% FRL, \$60 per pupil

a new school.

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

<b>EXPENSES</b>		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5	
			2015	2016	2017	2018	2019	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management		-	-	-	-	-	-	
Instructional Management	1.00	-	139,546	140,941	284,702	287,549	290,424	Starts with one in elementary. Adds one in middle school in 2017
Deans, Directors & Coordinators	2.00	-	176,468	356,465	540,044	727,259	918,164	2017 and one in middle in 2017
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	77,273	78,045	157,652	159,228	160,820	middle school in 2018.
Administrative Staff	1.00	-	41,212	87,411	139,644	192,979	180,119	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>		<b>434,498</b>	<b>662,862</b>	<b>1,122,041</b>	<b>1,367,015</b>	<b>1,549,528</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	12.00	-	723,867	1,141,699	1,991,218	2,909,558	3,464,485	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00	-	181,615	277,871	444,883	618,464	700,517	
Substitute Teachers	-	-	5,094	8,226	12,835	17,568	19,987	
Teaching Assistants	-	-	-	-	-	1	-	
Specialty Teachers	2.00	-	100,897	124,874	199,294	238,736	248,874	school in 2018.
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	74,909	150,192	150,943	151,698	152,456	Starts with 1 in elementary and adds 2 in 2015.
Other	-	-	45,204	69,675	120,549	173,431	203,371	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>		<b>1,131,586</b>	<b>1,772,538</b>	<b>2,919,722</b>	<b>4,109,456</b>	<b>4,789,680</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	664	1,023	2,001	3,017	3,707	Overtime only
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>		<b>664</b>	<b>1,023</b>	<b>2,001</b>	<b>3,017</b>	<b>3,707</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,566,748</b>	<b>2,436,423</b>	<b>4,043,764</b>	<b>5,479,488</b>	<b>6,342,925</b>	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	-	152,263	245,904	406,157	572,739	666,806	
Fringe / Employee Benefits	-	-	101,508	163,936	270,772	381,826	444,537	
Retirement / Pension	-	-	20,792	33,579	54,964	77,156	89,520	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>		<b>274,563</b>	<b>443,419</b>	<b>731,893</b>	<b>1,031,722</b>	<b>1,200,863</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,841,311</b>	<b>2,879,842</b>	<b>4,775,657</b>	<b>6,511,210</b>	<b>7,543,788</b>	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	8,150	13,162	21,728	30,632	35,655	
Legal	-	-	2,547	4,113	6,790	9,572	11,142	
Management Company Fee	-	-	304,594	459,721	773,950	1,089,304	1,249,488	10% of public revenue (before facilities funds)
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	17,192	26,498	45,311	64,867	75,675	
Payroll Services	-	-	4,457	7,198	11,883	16,752	19,499	
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	12,887	20,813	33,613	46,860	54,082	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>		<b>349,827</b>	<b>531,506</b>	<b>893,275</b>	<b>1,257,986</b>	<b>1,445,542</b>	
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	7,163	10,643	18,433	29,224	28,921	Based on historical spending
Special Ed Supplies & Materials	-	-	3,438	5,300	9,976	16,487	17,988	Based on historical spending
Textbooks / Workbooks	-	-	42,979	59,620	92,908	177,483	101,728	Based on historical spending
Supplies & Materials other	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	34,383	33,122	45,411	56,759	40,319	Based on historical spending
Telephone	-	-	39,827	45,485	82,693	129,452	131,129	Based on historical spending
Technology	-	-	86,244	121,338	191,665	257,897	288,637	Based on historical spending
Student Testing & Assessment	-	-	10,315	15,899	26,273	41,172	42,552	Based on historical spending
Field Trips	-	-	6,017	9,274	30,943	59,416	73,566	Based on historical spending
Transportation (student)	-	-	17,192	26,498	45,311	72,074	75,675	Based on historical spending
Student Services - other	-	-	6,017	9,274	21,344	37,659	43,606	Based on historical spending
Office Expense	-	-	22,922	35,850	62,005	99,102	104,209	Based on historical spending
Staff Development	-	-	17,908	28,008	52,416	86,433	93,819	Based on historical spending
Staff Recruitment	-	-	7,163	11,203	19,377	30,969	32,565	Based on historical spending
Student Recruitment / Marketing	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	
Travel (Staff)	-	-	229	370	1,148	2,219	2,657	Based on historical spending
Fundraising	-	-	-	-	-	-	-	
Other	-	-	3,582	5,602	9,688	15,485	16,283	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>		<b>305,380</b>	<b>417,487</b>	<b>709,592</b>	<b>1,111,832</b>	<b>1,093,654</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	-	36,264	50,770	60,282	77,030	104,760	
Janitorial	-	-	45,000	76,050	101,250	114,750	171,000	
Building and Land Rent / Lease	-	-	488,970	498,750	712,500	950,000	969,000	shared admin rooms
Repairs & Maintenance	-	-	31,500	46,800	60,750	67,500	90,000	
Equipment / Furniture	-	-	180,000	29,635	124,877	35,575	48,383	1, followed by \$500 per new student until full enrollment (split b/w facilities)
Security	-	-	50,000	50,000	75,000	75,000	75,000	
Utilities	-	-	120,000	159,900	189,000	193,500	264,000	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>		<b>951,734</b>	<b>911,905</b>	<b>1,323,659</b>	<b>1,513,355</b>	<b>1,722,143</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>								
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>		<b>39,018</b>	<b>60,310</b>	<b>77,433</b>	<b>94,303</b>	<b>94,327</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>		<b>3,487,270</b>	<b>4,801,049</b>	<b>7,779,616</b>	<b>10,488,686</b>	<b>11,899,455</b>	
<b>NET INCOME</b>	<b>-</b>		<b>(149,081)</b>	<b>(441,084)</b>	<b>(93,844)</b>	<b>109,453</b>	<b>290,664</b>	

Achievement First Charter School 10 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	
<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118	
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455	
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664	
<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	180	250	456	640	732	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>18,545</b>	<b>17,440</b>	<b>16,855</b>	<b>16,560</b>	<b>16,653</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,374</b>	<b>19,204</b>	<b>17,061</b>	<b>16,389</b>	<b>16,256</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(149,081)</b>	<b>(441,084)</b>	<b>(93,844)</b>	<b>109,453</b>	<b>290,664</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>850,919</b>	<b>409,835</b>	<b>315,991</b>	<b>425,444</b>	Assumes 1/3 of AF Bushwick cash reserves
<b>ENDING CASH BALANCE</b>	<b>850,919</b>	<b>409,835</b>	<b>315,991</b>	<b>425,444</b>	<b>716,108</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 11**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2016

Operational Year ONE July 1, 2016 to June 30, 2017

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**START-UP  
PERIOD**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

	-	-
--	---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-	-
Fringe / Employee Benefits	-	-
Retirement / Pension	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-

**TOTAL PERSONNEL SERVICE COSTS**

	-	-
--	---	---

**CONTRACTED SERVICES**

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

**SCHOOL OPERATIONS**

Board Expenses	-	-
Classroom / Teaching Supplies & Materials	-	-
Special Ed Supplies & Materials	-	-
Textbooks / Workbooks	-	-
Supplies & Materials other	-	-
Equipment / Furniture	-	-
Telephone	-	-
Technology	-	-
Student Testing & Assessment	-	-
Field Trips	-	-
Transportation (student)	-	-
Student Services - other	-	-
Office Expense	-	-
Staff Development	-	-
Staff Recruitment	-	-
Student Recruitment / Marketing	-	-
School Meals / Lunch	-	-
Travel (Staff)	-	-
Fundraising	-	-
Other	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-
Janitorial	-	-
Building and Land Rent / Lease	-	-
Repairs & Maintenance	-	-
Equipment / Furniture	-	-
Security	-	-
Utilities	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-

**DEPRECIATION & AMORTIZATION**

	-	-
--	---	---

**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

	-	-
--	---	---

**TOTAL EXPENSES**

	-	-
--	---	---

**NET INCOME**

	-	-
--	---	---

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2016

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2016 to June 30, 2017**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,217,647	495,838	-	-	-	3,713,485
<b>Total Expenses</b>	3,336,592	576,563	-	-	-	3,913,155
<b>Net Income</b>	(118,945)	(80,725)	-	-	-	(199,670)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,627	2,369,574	263,286	-	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,627</b>	<b>2,369,574</b>	<b>263,286</b>	<b>-</b>	<b>-</b>	<b>2,632,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,369,574</b>	<b>372,382</b>	<b>-</b>	<b>-</b>	<b>2,741,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>		-	-	-	-	-
IDEA Special Needs		-	29,226	-	-	29,226
Title I		84,170	9,352	-	-	93,522
Title Funding - Other		10,521	1,169	-	-	11,690
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		194,967	21,663	-	-	216,631
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>289,659</b>	<b>61,410</b>	<b>-</b>	<b>-</b>	<b>351,069</b>
<b>LOCAL and OTHER REVENUE</b>		-	-	-	-	-
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		82,861	9,207	-	-	92,067
Earnings on Investments		-	-	-	-	-
Interest Income		1,639	182	-	-	1,821
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		473,915	52,657	-	-	526,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>558,415</b>	<b>62,046</b>	<b>-</b>	<b>-</b>	<b>620,461</b>
<b>TOTAL REVENUE</b>		<b>3,217,647</b>	<b>495,838</b>	<b>-</b>	<b>-</b>	<b>3,713,485</b>

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	3,217,647	495,838	-	-	-	3,713,485
<b>Total Expenses</b>	3,336,592	576,563	-	-	-	3,913,155
<b>Net Income</b>	(118,945)	(80,725)	-	-	-	(199,670)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

		No. of Positions						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	1.00	131,946	14,661	-	-	-	-	146,607
Deans, Directors & Coordinators	2.00	166,857	18,540	-	-	-	-	185,396
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	73,064	8,118	-	-	-	-	81,182
Administrative Staff	1.00	38,968	4,330	-	-	-	-	43,297
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>410,835</b>	<b>45,648</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>456,483</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	12.00	714,527	79,392	-	-	-	-	793,919
Teachers - SPED	3.00	-	205,831	-	-	-	-	205,831
Substitute Teachers	-	4,676	520	-	-	-	-	5,196
Teaching Assistants	-	82,806	9,201	-	-	-	-	92,007
Specialty Teachers	2.00	92,624	10,292	-	-	-	-	102,915
Aides	-	2,040	227	-	-	-	-	2,267
Therapists & Counselors	1.00	67,418	7,491	-	-	-	-	74,909
Other	-	41,497	4,611	-	-	-	-	46,108
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>1,005,588</b>	<b>317,563</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,323,151</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	609	68	-	-	-	-	677
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>609</b>	<b>68</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>677</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,417,032</b>	<b>363,279</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,780,311</b>
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	155,308	17,256	-	-	-	-	172,564
Fringe / Employee Benefits	-	103,539	11,504	-	-	-	-	115,043
Retirement / Pension	-	21,208	2,356	-	-	-	-	23,564
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>280,054</b>	<b>31,117</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>311,171</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,697,086</b>	<b>394,396</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,091,482</b>
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	7,482	831	-	-	-	-	8,313
Legal	-	2,338	260	-	-	-	-	2,598
Management Company Fee	-	274,878	30,542	-	-	-	-	305,420
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,782	1,754	-	-	-	-	17,535
Payroll Services	-	4,092	455	-	-	-	-	4,546
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,831	1,315	-	-	-	-	13,145
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>316,402</b>	<b>35,156</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>351,558</b>
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,576	731	-	-	-	-	7,306
Special Ed Supplies & Materials	-	3,156	351	-	-	-	-	3,507
Textbooks / Workbooks	-	39,455	4,384	-	-	-	-	43,839
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	31,564	3,507	-	-	-	-	35,071
Telephone	-	36,561	4,062	-	-	-	-	40,624
Technology	-	113,103	12,567	-	-	-	-	125,670
Student Testing & Assessment	-	9,469	1,052	-	-	-	-	10,521
Field Trips	-	5,524	614	-	-	-	-	6,137
Transportation (student)	-	15,782	1,754	-	-	-	-	17,535
Student Services - other	-	5,524	614	-	-	-	-	6,137
Office Expense	-	21,042	2,338	-	-	-	-	23,381
Staff Development	-	16,439	1,827	-	-	-	-	18,266
Staff Recruitment	-	6,576	731	-	-	-	-	7,306
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	210	23	-	-	-	-	234
Fundraising	-	-	-	-	-	-	-	-
Other	-	3,288	365	-	-	-	-	3,653
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>314,269</b>	<b>34,919</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>349,188</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	32,964	3,663	-	-	-	-	36,627
Janitorial	-	40,905	4,545	-	-	-	-	45,450
Building and Land Rent / Lease	-	552,218	61,358	-	-	-	-	613,575
Repairs & Maintenance	-	28,634	3,182	-	-	-	-	31,815
Equipment / Furniture	-	163,620	18,180	-	-	-	-	181,800
Security	-	45,450	5,050	-	-	-	-	50,500
Utilities	-	109,080	12,120	-	-	-	-	121,200
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>972,870</b>	<b>108,097</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,080,967</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>								
	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>								
	-	35,964	3,996	-	-	-	-	39,961
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,336,592</b>	<b>576,563</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,913,155</b>
<b>NET INCOME</b>	<b>-</b>	<b>(118,945)</b>	<b>(80,725)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(199,670)</b>



**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2016 to June 30, 2017**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	501,025	44,033	501,025	228,169	501,025	149,245	533,520	44,033	501,025	73,258	501,025	136,100	3,713,485
<b>Total Expenses</b>	281,367	262,279	374,541	305,420	374,541	323,638	356,324	305,420	356,324	311,558	356,324	305,420	3,913,155
<b>Net Income</b>	219,658	(218,246)	126,485	(77,252)	126,485	(174,392)	177,196	(261,387)	144,702	(238,299)	144,702	(169,320)	(199,670)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	750,000	751,412	659,650	708,883	758,116	710,208	713,012	628,821	512,136	418,538	324,941	300,323	750,000
<b>Net Income</b>	969,658	533,165	786,135	631,632	884,601	535,816	890,209	367,434	656,838	180,239	469,643	131,003	550,330
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
School District 1 (Enter Name)	14,627												
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,627												
Special Education Revenue	18,183		18,183		18,183		18,183		18,183		18,183		109,096
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)													
Other													
Other													
<b>TOTAL REVENUE FROM STATE SOURCES</b>	456,993		456,993		456,993		456,993		456,993		456,993		2,741,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs									29,226				29,226
Title I						93,522							93,522
Title Funding - Other						11,690							11,690
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation			184,136				32,495						216,631
Other													
Other													
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			184,136		105,212	32,495			29,226				351,069
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations													
Fundraising													
Erate Reimbursement												92,067	92,067
Earnings on Investments													
Interest Income	152	152	152	152	152	152	152	152	152	152	152	152	1,821
Food Service (Income from meals)													
Text Book													
OTHER	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	526,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	136,100	620,461
<b>TOTAL REVENUE</b>	<b>501,025</b>	<b>44,033</b>	<b>501,025</b>	<b>228,169</b>	<b>501,025</b>	<b>149,245</b>	<b>533,520</b>	<b>44,033</b>	<b>501,025</b>	<b>73,258</b>	<b>501,025</b>	<b>136,100</b>	<b>3,713,485</b>



**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511		
<b>Total Revenue</b>	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511		
<b>Total Expenses</b>	3,913,155	5,667,335	8,850,778	11,609,141	13,967,233		
<b>Net Income (Before Cash Flow Adjustments)</b>	(199,670)	(564,986)	183,766	867,373	364,279		
<b>Actual Student Enrollment</b>	180	250	456	640	732		
<b>Total Paid Student Enrollment</b>	-	-	-	-	-		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		<b>CY Per Pupil Rate</b>					
School District 1 (Enter Name)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
Special Education Revenue			109,096	151,523	276,377	387,898	443,658
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>			<b>2,741,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs			29,226	45,046	77,030	108,733	126,126
Title I			93,522	144,149	240,278	335,265	384,580
Title Funding - Other			11,690	18,019	29,776	41,380	47,280
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			216,631	229,190	192,513	73,625	147,250
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			<b>351,069</b>	<b>436,403</b>	<b>539,596</b>	<b>559,003</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			92,067	123,516	209,642	288,824	325,685
Earnings on Investments			-	-	-	-	-
Interest Income			1,821	2,807	5,034	7,254	8,576
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			526,572	731,350	1,333,982	1,872,256	2,141,393
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>			<b>620,461</b>	<b>857,673</b>	<b>1,548,659</b>	<b>2,168,334</b>	<b>2,475,654</b>
<b>TOTAL REVENUE</b>	<b>3,713,485</b>	<b>5,102,349</b>	<b>9,034,544</b>	<b>12,476,515</b>	<b>14,331,511</b>		



Achievement First Charter School 11 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511	
<b>Total Expenses</b>	3,913,155	5,667,335	8,850,778	11,609,141	13,967,233	
<b>Net Income (Before Cash Flow Adjustments)</b>	(199,670)	(564,986)	183,766	867,373	364,279	
<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>20,630</b>	<b>20,409</b>	<b>19,813</b>	<b>19,495</b>	<b>19,579</b>	
<b>EXPENSES PER PUPIL</b>	<b>21,740</b>	<b>22,669</b>	<b>19,410</b>	<b>18,139</b>	<b>19,081</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(199,670)</b>	<b>(564,986)</b>	<b>183,766</b>	<b>867,373</b>	<b>364,279</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>800,330</b>	<b>235,344</b>	<b>419,110</b>	<b>1,286,483</b>	
<b>ENDING CASH BALANCE</b>	<b>800,330</b>	<b>235,344</b>	<b>419,110</b>	<b>1,286,483</b>	<b>1,650,762</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 11**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2016

Operational Year ONE July 1, 2016 to June 30, 2017

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	-	-

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmt.)

Other

Other

**TOTAL REVENUE FROM STATE SOURCES**

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

**TOTAL REVENUE FROM FEDERAL SOURCES**

**LOCAL and OTHER REVENUE**

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

**TOTAL REVENUE**

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP  
PERIOD

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	<b>-</b>	
<b>REVENUE PER PUPIL</b>	<b>-</b>	
<b>EXPENSES PER PUPIL</b>	<b>-</b>	

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2016

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2016

		January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>		-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>		-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>		-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>		-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		-	-	-	-	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	-	-	-	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	-	-	-	-	-	-
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>								
<b>OPERATING ACTIVITIES</b>								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>		-	-	-	-	-	-	-





**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,993,732	443,181	-	-	-	-	3,436,913
<b>Total Expenses</b>	3,071,612	448,007	-	-	-	-	3,519,619
<b>Net Income</b>	(77,880)	(4,826)	-	-	-	-	(82,706)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,627	2,369,574	263,286	-	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,627</b>	<b>2,369,574</b>	<b>263,286</b>	<b>-</b>	<b>-</b>	<b>2,632,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,369,574</b>	<b>372,382</b>	<b>-</b>	<b>-</b>	<b>2,741,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	29,226	-	-	29,226
Title I		84,170	9,352	-	-	93,522
Title Funding - Other		10,521	1,169	-	-	11,690
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		194,967	21,663	-	-	216,631
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>289,659</b>	<b>61,410</b>	<b>-</b>	<b>-</b>	<b>351,069</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		250,000	-	-	-	250,000
Fundraising		-	-	-	-	-
Erate Reimbursement		82,861	9,207	-	-	92,067
Earnings on Investments		-	-	-	-	-
Interest Income		1,639	182	-	-	1,821
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>334,500</b>	<b>9,389</b>	<b>-</b>	<b>-</b>	<b>343,889</b>
<b>TOTAL REVENUE</b>		<b>2,993,732</b>	<b>443,181</b>	<b>-</b>	<b>-</b>	<b>3,436,913</b>

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,993,732	443,181	-	-	-	-	3,436,913
<b>Total Expenses</b>	3,071,612	448,007	-	-	-	-	3,519,619
<b>Net Income</b>	(77,880)	(4,826)	-	-	-	-	(82,706)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

		No. of Positions						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	1.00	126,847	14,094	-	-	-	-	140,941
Deans, Directors & Coordinators	2.00	160,409	17,823	-	-	-	-	178,232
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	70,241	7,805	-	-	-	-	78,045
Administrative Staff	1.00	37,462	4,162	-	-	-	-	41,624
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>394,959</b>	<b>43,884</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>438,843</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	12.00	738,344	-	-	-	-	-	738,344
Teachers - SPED	3.00	-	185,248	-	-	-	-	185,248
Substitute Teachers	-	4,208	468	-	-	-	-	4,676
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	83,361	9,262	-	-	-	-	92,624
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	60,676	6,742	-	-	-	-	67,418
Other	-	37,348	4,150	-	-	-	-	41,497
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>923,938</b>	<b>205,869</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,129,807</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	609	68	-	-	-	-	677
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>609</b>	<b>68</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>677</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,319,506</b>	<b>249,821</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,569,327</b>
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	139,777	15,531	-	-	-	-	155,308
Fringe / Employee Benefits	-	93,185	10,354	-	-	-	-	103,539
Retirement / Pension	-	19,087	2,121	-	-	-	-	21,208
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>252,049</b>	<b>28,005</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>280,054</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,571,555</b>	<b>277,827</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,849,381</b>
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	7,482	831	-	-	-	-	8,313
Legal	-	2,338	260	-	-	-	-	2,598
Management Company Fee	-	274,878	30,542	-	-	-	-	305,420
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,782	1,754	-	-	-	-	17,535
Payroll Services	-	4,092	455	-	-	-	-	4,546
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,831	1,315	-	-	-	-	13,145
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>316,402</b>	<b>35,156</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>351,558</b>
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,576	731	-	-	-	-	7,306
Special Ed Supplies & Materials	-	-	3,507	-	-	-	-	3,507
Textbooks / Workbooks	-	39,455	4,384	-	-	-	-	43,839
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	31,564	3,507	-	-	-	-	35,071
Telephone	-	36,561	4,062	-	-	-	-	40,624
Technology	-	84,828	9,425	-	-	-	-	94,253
Student Testing & Assessment	-	9,469	1,052	-	-	-	-	10,521
Field Trips	-	5,524	614	-	-	-	-	6,137
Transportation (student)	-	15,782	1,754	-	-	-	-	17,535
Student Services - other	-	5,524	614	-	-	-	-	6,137
Office Expense	-	21,042	2,338	-	-	-	-	23,381
Staff Development	-	16,439	1,827	-	-	-	-	18,266
Staff Recruitment	-	6,576	731	-	-	-	-	7,306
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	210	23	-	-	-	-	234
Fundraising	-	-	-	-	-	-	-	-
Other	-	3,288	365	-	-	-	-	3,653
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>282,837</b>	<b>34,933</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>317,771</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	32,964	3,663	-	-	-	-	36,627
Janitorial	-	40,905	4,545	-	-	-	-	45,450
Building and Land Rent / Lease	-	444,474	49,386	-	-	-	-	493,860
Repairs & Maintenance	-	28,634	3,182	-	-	-	-	31,815
Equipment / Furniture	-	163,620	18,180	-	-	-	-	181,800
Security	-	45,450	5,050	-	-	-	-	50,500
Utilities	-	109,080	12,120	-	-	-	-	121,200
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>865,126</b>	<b>96,125</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>961,251</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>								
	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>								
	-	35,692	3,966	-	-	-	-	39,658
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,071,612</b>	<b>448,007</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,519,619</b>
<b>NET INCOME</b>	<b>-</b>	<b>(77,880)</b>	<b>(4,826)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(82,706)</b>



**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2016 to June 30, 2017**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	707,144	152	457,144	184,288	457,144	105,364	489,639	152	457,144	29,377	457,144	92,219	3,436,913
<b>Total Expenses</b>	258,549	239,461	339,751	270,630	339,751	288,848	321,534	270,630	321,534	276,768	321,534	270,630	3,519,619
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	2,632,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	456,993	-	456,993	-	456,993	-	456,993	-	456,993	-	456,993	-	2,741,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	29,226	-	-	29,226
Title I	-	-	-	-	-	93,522	-	-	-	-	-	-	93,522
Title Funding - Other	-	-	-	-	-	11,690	-	-	-	-	-	-	11,690
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	184,136	-	-	32,495	-	-	-	-	-	216,631
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	184,136	-	105,212	32,495	-	-	29,226	-	-	351,069
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	92,067	92,067
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	152	152	152	152	152	152	152	152	152	152	152	152	1,821
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	250,152	152	152	152	152	152	152	152	152	152	152	92,219	343,889
<b>TOTAL REVENUE</b>	<b>707,144</b>	<b>152</b>	<b>457,144</b>	<b>184,288</b>	<b>457,144</b>	<b>105,364</b>	<b>489,639</b>	<b>152</b>	<b>457,144</b>	<b>29,377</b>	<b>457,144</b>	<b>92,219</b>	<b>3,436,913</b>

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2016 to June 30, 2017**

<b>Total Revenue</b>	707,144	152	457,144	184,288	457,144	105,364	489,639	152	457,144	29,377	457,144	92,219	3,436,913
<b>Total Expenses</b>	258,549	239,461	339,751	270,630	339,751	288,848	321,534	270,630	321,534	276,768	321,534	270,630	3,519,619
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	140,941
Deans, Directors & Coordinators	2.00	14,853	14,853	14,853	14,853	14,853	14,853	14,853	14,853	14,853	14,853	14,853	178,232
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	78,045
Administrative Staff	1.00	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	41,624
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>36,570</b>	<b>438,843</b>										
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	12.00	61,529	61,529	61,529	61,529	61,529	61,529	61,529	61,529	61,529	61,529	61,529	738,344
Teachers - SPED	3.00	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	185,248
Substitute Teachers	-	390	390	390	390	390	390	390	390	390	390	390	4,676
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	92,624
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	67,418
Other	-	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	41,497
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>94,151</b>	<b>1,129,807</b>										
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	56.40	56.40	56.40	56.40	56.40	56.40	56.40	56.40	56.40	56.40	56.40	677
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>56</b>	<b>677</b>										
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>130,777</b>	<b>1,569,327</b>										
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	12,942.31	155,308
Fringe / Employee Benefits		8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	8,628.21	103,539
Retirement / Pension		1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	1,767.32	21,208
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>23,338</b>	<b>280,054</b>										
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>154,115</b>	<b>1,849,381</b>										
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		692.76	692.76	692.76	692.76	692.76	692.76	692.76	692.76	692.76	692.76	692.76	8,313
Legal		216.49	216.49	216.49	216.49	216.49	216.49	216.49	216.49	216.49	216.49	216.49	2,598
Management Company Fee		50,903.39	-	50,903.39	-	50,903.39	-	50,903.39	-	50,903.39	-	50,903.39	305,420
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	17,535
Payroll Services		378.85	378.85	378.85	378.85	378.85	378.85	378.85	378.85	378.85	378.85	378.85	4,546
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	1,095.42	13,145
<b>TOTAL CONTRACTED SERVICES</b>		<b>53,287</b>	<b>2,384</b>	<b>55,040</b>	<b>4,137</b>	<b>55,040</b>	<b>4,137</b>	<b>55,040</b>	<b>4,137</b>	<b>55,040</b>	<b>4,137</b>	<b>55,040</b>	<b>351,558</b>
<b>SCHOOL OPERATIONS</b>													
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	2,435.47	-	2,435.47	2,435.47	-	-	-	-	-	7,306
Special Ed Supplies & Materials		-	-	1,169.03	-	1,169.03	1,169.03	-	-	-	-	-	3,507
Textbooks / Workbooks		-	-	14,612.77	-	14,612.77	14,612.77	-	-	-	-	-	43,838
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	3,507.08	3,507.08	3,507.08	3,507.08	3,507.08	3,507.08	3,507.08	3,507.08	3,507.08	35,071
Telephone		3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	3,385.31	40,624
Technology		7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	7,854.40	94,253
Student Testing & Assessment		-	-	1,052.12	1,052.12	1,052.12	1,052.12	1,052.12	1,052.12	1,052.12	1,052.12	1,052.12	10,521
Field Trips		-	-	-	-	-	-	-	-	-	-	6,137.39	6,137
Transportation (student)		-	-	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	1,753.54	17,535
Student Services - other		-	-	613.74	613.74	613.74	613.74	613.74	613.74	613.74	613.74	613.74	6,137
Office Expense		-	-	2,338.05	2,338.05	2,338.05	2,338.05	2,338.05	2,338.05	2,338.05	2,338.05	2,338.05	23,381
Staff Development		-	-	1,826.60	1,826.60	1,826.60	1,826.60	1,826.60	1,826.60	1,826.60	1,826.60	1,826.60	18,266
Staff Recruitment		-	-	730.64	730.64	730.64	730.64	730.64	730.64	730.64	730.64	730.64	7,306
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	23.38	23.38	23.38	23.38	23.38	23.38	23.38	23.38	23.38	234
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other		304.43	304.43	304.43	304.43	304.43	304.43	304.43	304.43	304.43	304.43	304.43	3,653
<b>TOTAL SCHOOL OPERATIONS</b>		<b>11,544</b>	<b>11,544</b>	<b>41,607</b>	<b>23,389</b>	<b>41,607</b>	<b>41,607</b>	<b>23,389</b>	<b>23,389</b>	<b>23,389</b>	<b>29,527</b>	<b>23,389</b>	<b>317,770</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance		3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	3,052.22	36,627
Janitorial		3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	3,787.50	45,450
Building and Land Rent / Lease		-	-	49,385.97	49,385.97	49,385.97	49,385.97	49,385.97	49,385.97	49,385.97	49,385.97	49,385.97	493,860
Repairs & Maintenance		-	31,815.00	-	-	-	-	-	-	-	-	-	31,815
Equipment / Furniture		15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	15,150.00	181,800
Security		4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	4,208.33	50,500
Utilities		10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	10,100.00	121,200
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>36,298</b>	<b>68,113</b>	<b>85,684</b>	<b>961,251</b>								
<b>DEPRECIATION &amp; AMORTIZATION</b>													
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		<b>3,304.83</b>	<b>39,658</b>										
<b>TOTAL EXPENSES</b>		<b>258,549</b>	<b>239,461</b>	<b>339,751</b>	<b>270,630</b>	<b>339,751</b>	<b>288,848</b>	<b>321,534</b>	<b></b>				

**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

**\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119		
<b>Total Revenue</b>	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119		
<b>Total Expenses</b>	3,519,619	4,904,279	7,821,665	10,504,435	12,126,548		
<b>Net Income (Before Cash Flow Adjustments)</b>	(82,706)	(533,280)	(121,104)	99,824	63,571		
<b>Actual Student Enrollment</b>	180	250	456	640	732		
<b>Total Paid Student Enrollment</b>	-	-	-	-	-		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		<b>CY Per Pupil Rate</b>					
School District 1 (Enter Name)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
Special Education Revenue			109,096	151,523	276,377	387,898	443,658
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>			<b>2,741,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs			29,226	45,046	77,030	108,733	126,126
Title I			93,522	144,149	240,278	335,265	384,580
Title Funding - Other			11,690	18,019	29,776	41,380	47,280
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			216,631	229,190	192,513	73,625	147,250
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			<b>351,069</b>	<b>436,403</b>	<b>539,596</b>	<b>559,003</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations			250,000	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			92,067	123,516	209,642	288,824	325,685
Earnings on Investments			-	-	-	-	-
Interest Income			1,821	2,807	5,034	7,254	8,576
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	1
OTHER			-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>			<b>343,889</b>	<b>126,323</b>	<b>214,676</b>	<b>296,078</b>	<b>334,262</b>
<b>TOTAL REVENUE</b>			<b>3,436,913</b>	<b>4,370,999</b>	<b>7,700,561</b>	<b>10,604,259</b>	<b>12,190,119</b>

**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119
<b>Total Expenses</b>	3,519,619	4,904,279	7,821,665	10,504,435	12,126,548
<b>Net Income (Before Cash Flow Adjustments)</b>	(82,706)	(533,280)	(121,104)	99,824	63,571
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	-	-	-	-	-

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>

<b>EXPENSES</b>		No. of Positions						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management		-	-	-	-	-		
Instructional Management	1.00		140,941	142,351	287,549	290,424	280,045	Starts with one in elementary. Adds one in middle school in 2017 and one in middle in 2018
Deans, Directors & Coordinators	2.00		178,232	360,029	545,444	728,548	885,349	
CFO / Director of Finance			-	-	-	-	-	
Operation / Business Manager	1.00		78,045	78,826	159,228	160,820	155,073	middle school in 2018.
Administrative Staff	1.00		41,624	88,285	89,168	131,257	173,681	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>		<b>438,843</b>	<b>669,491</b>	<b>1,081,389</b>	<b>1,311,050</b>	<b>1,494,147</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	12.00		738,344	1,164,533	2,031,042	2,967,749	3,170,692	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00		185,248	283,429	453,781	630,833	700,517	
Substitute Teachers			4,676	7,552	11,782	15,896	17,988	
Teaching Assistants			-	-	-	-	-	
Specialty Teachers	2.00		92,624	108,370	126,793	148,348	385,100	school in 2018.
Aides			-	-	-	-	-	
Therapists & Counselors	1.00		67,418	202,478	206,528	210,659	247,305	Starts with 1 in elementary and adds 2 in 2018.
Other			41,497	63,961	110,664	157,022	183,034	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>		<b>1,129,807</b>	<b>1,830,323</b>	<b>2,940,590</b>	<b>4,130,507</b>	<b>4,704,637</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse			677	1,043	2,041	3,042	3,336	Overtime only
Librarian			-	-	-	-	-	
Custodian			-	-	-	-	-	
Security			-	-	-	-	-	
Other			-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>			<b>677</b>	<b>1,043</b>	<b>2,041</b>	<b>3,042</b>	<b>3,336</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,569,327</b>	<b>2,500,857</b>	<b>4,024,020</b>	<b>5,444,599</b>	<b>6,202,121</b>	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes			155,308	250,822	414,281	576,519	666,806	
Fringe / Employee Benefits			103,539	167,215	276,187	384,346	444,537	
Retirement / Pension			21,208	34,251	56,064	77,651	89,520	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			<b>280,054</b>	<b>452,287</b>	<b>746,531</b>	<b>1,038,516</b>	<b>1,200,863</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,849,381</b>	<b>2,953,145</b>	<b>4,770,551</b>	<b>6,483,115</b>	<b>7,402,984</b>	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit			8,313	13,426	22,163	30,833	32,090	
Legal			2,598	4,196	6,926	9,635	10,028	
Management Company Fee			305,420	460,958	776,089	1,090,264	1,124,539	
Nurse Services			-	-	-	-	-	
Food Service / School Lunch			17,535	27,028	46,218	65,240	68,108	
Payroll Services			4,546	7,342	12,120	16,862	17,549	
Special Ed Services			-	-	-	-	-	
Titlement Services (i.e. Title I)			-	-	-	-	-	
Other Purchased / Professional / Consulting			13,145	21,229	34,285	47,147	48,674	
<b>TOTAL CONTRACTED SERVICES</b>			<b>351,558</b>	<b>534,179</b>	<b>897,801</b>	<b>1,259,982</b>	<b>1,300,988</b>	
<b>SCHOOL OPERATIONS</b>								
Board Expenses			-	-	-	-	-	
Classroom / Teaching Supplies & Materials			7,306	10,856	18,801	29,413	26,029	Based on historical spending
Special Ed Supplies & Materials			3,507	5,406	10,176	16,611	16,190	Based on historical spending
Textbooks / Workbooks			43,839	60,813	94,767	178,208	91,555	Based on historical spending
Supplies & Materials other			-	-	-	-	-	
Equipment / Furniture			35,071	33,785	46,319	57,380	36,287	Based on historical spending
Telephone			40,624	46,395	84,347	130,346	118,016	Based on historical spending
Technology			94,253	132,606	209,462	278,031	346,364	Based on historical spending
Student Testing & Assessment			10,521	16,217	26,798	41,380	38,297	Based on historical spending
Field Trips			6,137	9,460	31,562	60,245	66,210	Based on historical spending
Transportation (student)			17,535	27,028	46,218	72,489	68,108	Based on historical spending
Student Services - other			6,137	9,460	21,771	38,053	39,246	Based on historical spending
Office Expense			23,381	36,567	63,245	99,679	93,788	Based on historical spending
Staff Development			18,266	28,568	53,465	87,064	84,437	Based on historical spending
Staff Recruitment			7,306	11,427	19,764	31,150	29,309	Based on historical spending
Student Recruitment / Marketing			-	-	-	-	-	
School Meals / Lunch			-	-	-	-	-	
Travel (Staff)			234	378	1,171	2,250	2,391	Based on historical spending
Fundraising			-	-	-	-	-	
Other			3,653	5,714	9,882	15,575	14,654	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>			<b>317,771</b>	<b>434,677</b>	<b>737,748</b>	<b>1,137,874</b>	<b>1,070,880</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance			36,627	51,278	60,885	77,800	105,808	
Janitorial			45,450	76,811	102,263	115,898	172,710	
Building and Land Rent / Lease			493,860	503,738	719,625	959,500	1,490,382	requirements rather than ideal facilities requirements.
Repairs & Maintenance			31,815	47,268	61,358	68,175	90,900	
Equipment / Furniture			181,800	29,931	126,126	35,931	48,867	1, followed by \$500 per new student until full enrollment (split b/w facilities
Security			50,500	50,500	75,750	75,750	75,750	
Utilities			121,200	161,499	190,890	195,435	266,640	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>			<b>961,251</b>	<b>921,024</b>	<b>1,336,896</b>	<b>1,528,489</b>	<b>2,251,057</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>								
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>			39,658	61,254	78,671	94,975	100,640	
<b>TOTAL EXPENSES</b>			<b>3,519,619</b>	<b>4,904,279</b>	<b>7,821,665</b>	<b>10,504,435</b>	<b>12,126,548</b>	
<b>NET INCOME</b>			<b>(82,706)</b>	<b>(533,280)</b>	<b>(121,104)</b>	<b>99,824</b>	<b>63,571</b>	

Achievement First Charter School 11 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
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<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>19,094</b>	<b>17,484</b>	<b>16,887</b>	<b>16,569</b>	<b>16,653</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,553</b>	<b>19,617</b>	<b>17,153</b>	<b>16,413</b>	<b>16,566</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(82,706)</b>	<b>(533,280)</b>	<b>(121,104)</b>	<b>99,824</b>	<b>63,571</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>917,294</b>	<b>384,014</b>	<b>262,910</b>	<b>362,734</b>	
<b>ENDING CASH BALANCE</b>	<b>917,294</b>	<b>384,014</b>	<b>262,910</b>	<b>362,734</b>	<b>426,305</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **AF Bushwick Ed Corp**

Contact Name:

Tony Siddall

Contact Email:



Contact Phone:

Examples

Pre-Opening Period

January 1, 2015 to June 30, 2015

Operational Year ONE

July 1, 2015 to June 30, 2016

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP  
PERIOD

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

	-	-
--	---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-	-
Fringe / Employee Benefits	-	-
Retirement / Pension	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-

**TOTAL PERSONNEL SERVICE COSTS**

	-	-
--	---	---

**CONTRACTED SERVICES**

Accounting / Audit	-	-
Legal	-	-
Management Company Fee	-	-
Nurse Services	-	-
Food Service / School Lunch	-	-
Payroll Services	-	-
Special Ed Services	-	-
Titelment Services (i.e. Title I)	-	-
Other Purchased / Professional / Consulting	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-

**SCHOOL OPERATIONS**

Board Expenses	-	-
Classroom / Teaching Supplies & Materials	-	-
Special Ed Supplies & Materials	-	-
Textbooks / Workbooks	-	-
Supplies & Materials other	-	-
Equipment / Furniture	-	-
Telephone	-	-
Technology	-	-
Student Testing & Assessment	-	-
Field Trips	-	-
Transportation (student)	-	-
Student Services - other	-	-
Office Expense	-	-
Staff Development	-	-
Staff Recruitment	-	-
Student Recruitment / Marketing	-	-
School Meals / Lunch	-	-
Travel (Staff)	-	-
Fundraising	-	-
Other	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-
Janitorial	-	-
Building and Land Rent / Lease	-	-
Repairs & Maintenance	-	-
Equipment / Furniture	-	-
Security	-	-
Utilities	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-

**DEPRECIATION & AMORTIZATION**

	-	-
--	---	---

**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

	-	-
--	---	---

**TOTAL EXPENSES**

	-	-
--	---	---

**NET INCOME**

	-	-
--	---	---

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	22,760,191	4,399,821	-	-	-	27,160,012
<b>Total Expenses</b>	24,180,939	3,478,852	-	-	-	27,659,791
<b>Net Income</b>	(1,420,748)	920,969	-	-	-	(499,779)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	19,529,165	2,169,907	-	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	14,127	19,529,165	2,169,907	-	-	21,699,072
Special Education Revenue		-	1,622,906	-	-	1,622,906
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		19,529,165	3,792,814	-	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	248,004	-	-	248,004
Title I		673,035	74,782	-	-	747,816
Title Funding - Other		82,783	9,198	-	-	91,981
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	466,682
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		1,175,832	378,652	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		589,415	65,491	-	-	654,905
Earnings on Investments		-	-	-	-	-
Interest Income		14,151	1,572	-	-	15,723
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		1,451,629	161,292	-	-	1,612,921
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		2,055,195	228,355	-	-	2,283,550
<b>TOTAL REVENUE</b>		22,760,191	4,399,821	-	-	27,160,012

Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

		22,760,191	4,399,821	-	-	-	27,160,012
Total Revenue							
Total Expenses		24,180,939	3,478,852	-	-	-	27,659,791
Net Income		(1,420,748)	920,969	-	-	-	(499,779)
Actual Student Enrollment		-	-	-	-	-	-
Total Paid Student Enrollment		1,382	154	-	-	-	1,536
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	776,154	86,239	-	-	-	862,393
Deans, Directors & Coordinators	21.00	1,489,379	165,487	-	-	-	1,654,866
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	429,789	47,754	-	-	-	477,544
Administrative Staff	16.00	293,451	32,606	-	-	-	326,056
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>49.00</b>	<b>2,988,773</b>	<b>332,086</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,320,859</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	7,191,505	-	-	-	-	7,191,505
Teachers - SPED	22.00	-	1,551,847	-	-	-	1,551,847
Substitute Teachers	-	35,481	3,942	-	-	-	39,424
Teaching Assistants	20.00	668,561	74,285	-	-	-	742,846
Specialty Teachers	10.00	730,520	81,169	-	-	-	811,689
Aides	-	16,008	1,779	-	-	-	17,786
Therapists & Counselors	11.00	882,192	98,021	-	-	-	980,213
Other	-	408,224	45,358	-	-	-	453,582
<b>TOTAL INSTRUCTIONAL</b>	<b>187.00</b>	<b>9,932,490</b>	<b>1,856,401</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,788,891</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	5,628	625	-	-	-	6,253
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>5,628</b>	<b>625</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,253</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>12,926,890</b>	<b>2,189,112</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15,116,002</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	152,263	16,918	-	-	-	169,181
Fringe / Employee Benefits	-	2,070,380	230,042	-	-	-	2,300,422
Retirement / Pension	-	181,700	20,189	-	-	-	201,889
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>2,404,343</b>	<b>267,149</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,671,492</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>15,331,233</b>	<b>2,456,261</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,787,494</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	63,571	7,063	-	-	-	70,634
Legal	-	19,866	2,207	-	-	-	22,073
Management Company Fee	-	2,369,060	263,229	-	-	-	2,632,289
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	133,922	14,880	-	-	-	148,803
Payroll Services	-	34,765	3,863	-	-	-	38,628
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	96,271	10,697	-	-	-	106,968
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>2,717,455</b>	<b>301,939</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,019,395</b>
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	54,889	6,099	-	-	-	60,988
Special Ed Supplies & Materials	-	-	39,290	-	-	-	39,290
Textbooks / Workbooks	-	238,084	26,454	-	-	-	264,538
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	107,982	11,998	-	-	-	119,980
Telephone	-	256,189	28,465	-	-	-	284,654
Technology	-	995,524	110,614	-	-	-	1,106,138
Student Testing & Assessment	-	151,467	16,830	-	-	-	168,297
Field Trips	-	152,155	16,906	-	-	-	169,061
Transportation (student)	-	138,946	15,438	-	-	-	154,385
Student Services - other	-	165,044	18,338	-	-	-	183,382
Office Expense	-	199,422	22,158	-	-	-	221,580
Staff Development	-	178,577	19,842	-	-	-	198,419
Staff Recruitment	-	60,123	6,680	-	-	-	66,803
Student Recruitment / Marketing	-	4,537	504	-	-	-	5,041
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	4,667	519	-	-	-	5,185
Fundraising	-	-	-	-	-	-	-
Other	-	30,443	3,383	-	-	-	33,826
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>2,738,050</b>	<b>343,518</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,081,568</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	118,773	13,197	-	-	-	131,970
Janitorial	-	115,094	12,788	-	-	-	127,882
Building and Land Rent / Lease	-	1,820,155	202,239	-	-	-	2,022,394
Repairs & Maintenance	-	156,872	17,430	-	-	-	174,302
Equipment / Furniture	-	237,051	26,339	-	-	-	263,390
Security	-	115,597	12,844	-	-	-	128,441
Utilities	-	659,862	73,318	-	-	-	733,180
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>3,223,403</b>	<b>358,156</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,581,558</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>170,799</b>	<b>18,978</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>189,777</b>
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>24,180,939</b>	<b>3,478,852</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>27,659,791</b>
<b>NET INCOME</b>	<b>-</b>	<b>(1,420,748)</b>	<b>920,969</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(499,779)</b>



**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012
<b>Total Expenses</b>	2,190,803	1,926,390	2,641,330	2,081,011	2,641,330	2,202,616	2,519,726	2,081,011	2,519,726	2,255,113	2,519,726	2,081,011	27,659,790
<b>Net Income</b>	1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	3,000,000	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	3,000,000
<b>Net Income</b>	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	2,500,222	2,500,222
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	14,127												
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127												
Special Education Revenue	270,484		270,484		270,484		270,484		270,484		270,484		1,622,906
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)													
Other													
Other													
<b>TOTAL REVENUE FROM STATE SOURCES</b>	3,886,996		3,886,996		3,886,996		3,886,996		3,886,996		3,886,996		23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs										248,004			248,004
Title I						747,816							747,816
Title Funding - Other						91,981							91,981
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation				396,679			70,002						466,682
Other													
Other													
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>				396,679		839,798	70,002			248,004			1,554,484
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations													
Fundraising													
Erate Reimbursement												654,905	654,905
Earnings on Investments													
Interest Income	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)													
Text Book													
OTHER	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	1,612,921
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	790,626	2,283,550
<b>TOTAL REVENUE</b>	<b>4,022,717</b>	<b>135,720</b>	<b>4,022,717</b>	<b>532,400</b>	<b>4,022,717</b>	<b>975,518</b>	<b>4,092,719</b>	<b>135,720</b>	<b>4,022,717</b>	<b>383,725</b>	<b>4,022,717</b>	<b>790,626</b>	<b>27,160,012</b>



**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

**\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	2015	2016	2017	2018	2019
<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>23,321,978</b>	<b>32,328,238</b>	<b>41,958,643</b>	<b>52,344,804</b>	<b>59,476,761</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	248,004	348,151	450,465	569,782	659,069
Title I	747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other	91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	466,682	661,052	559,459	397,026	294,500
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>1,554,484</b>	<b>2,188,319</b>	<b>2,529,720</b>	<b>2,874,466</b>	<b>3,147,609</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments	-	-	-	-	-
Interest Income	15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	1,612,921	3,141,895	5,006,708	7,034,403	8,469,498
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>2,283,550</b>	<b>4,115,094</b>	<b>6,228,050</b>	<b>8,574,769</b>	<b>10,249,207</b>
<b>TOTAL REVENUE</b>	<b>27,160,012</b>	<b>38,631,651</b>	<b>50,716,413</b>	<b>63,794,039</b>	<b>72,873,577</b>

Grows to 14627 in 2016-17

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

<b>EXPENSES</b>		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5
			2015	2016	2017	2018	2019
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	862,393	1,172,854	1,345,850	1,677,827	1,711,383	
Deans, Directors & Coordinators	21.00	1,654,866	2,259,458	3,234,558	3,877,909	4,533,005	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	6.00	477,544	649,459	745,255	929,084	947,666	
Administrative Staff	16.00	326,056	514,426	712,938	801,952	902,445	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>49.00</b>	<b>3,320,859</b>	<b>4,596,198</b>	<b>6,038,601</b>	<b>7,286,771</b>	<b>8,094,498</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	7,191,505	10,099,544	13,095,166	16,619,488	19,347,800	
Teachers - SPED	22.00	1,551,847	2,140,467	2,721,457	3,476,647	3,965,100	
Substitute Teachers	-	39,424	56,530	72,483	89,614	102,866	
Teaching Assistants	20.00	742,846	957,952	1,159,501	1,445,634	1,642,154	
Specialty Teachers	10.00	811,689	1,106,714	1,411,478	1,774,012	1,974,332	
Aides	-	17,786	21,568	24,363	30,724	37,210	
Therapists & Counselors	11.00	980,213	1,371,864	1,547,871	1,614,865	1,916,811	
Other	-	453,582	653,053	854,572	1,082,769	1,261,134	After-school, tutors, Saturday academy staff.
<b>TOTAL INSTRUCTIONAL</b>	<b>187.00</b>	<b>11,788,891</b>	<b>16,407,692</b>	<b>20,886,890</b>	<b>26,133,752</b>	<b>30,247,406</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,253</b>	<b>8,340</b>	<b>10,774</b>	<b>14,176</b>	<b>16,678</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>15,116,002</b>	<b>21,012,229</b>	<b>26,936,265</b>	<b>33,434,699</b>	<b>38,358,582</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	169,181	445,791	729,977	1,096,689	1,381,472	
Fringe / Employee Benefits	-	2,300,422	3,106,623	3,872,679	4,694,426	5,353,900	
Retirement / Pension	-	201,889	291,717	378,313	474,968	551,827	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>2,671,492</b>	<b>3,844,132</b>	<b>4,980,969</b>	<b>6,266,082</b>	<b>7,287,200</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>17,787,494</b>	<b>24,856,360</b>	<b>31,917,234</b>	<b>39,700,782</b>	<b>45,645,782</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	70,634	101,316	131,076	164,870	191,649	
Legal	-	22,073	31,661	40,961	51,522	59,890	
Management Company Fee	-	2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	148,803	208,890	270,279	341,869	395,441	
Payroll Services	-	38,628	55,407	71,682	90,163	104,808	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	106,968	153,413	197,825	247,271	286,131	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>3,019,395</b>	<b>4,185,951</b>	<b>5,332,927</b>	<b>6,644,398</b>	<b>7,590,585</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials	-	39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks	-	264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	119,980	180,726	193,606	222,237	223,865	
Telephone	-	284,654	390,779	479,115	621,717	707,772	
Technology	-	1,106,138	1,506,288	1,859,063	2,269,494	2,556,168	
Student Testing & Assessment	-	168,297	253,838	335,478	421,192	491,324	
Field Trips	-	169,061	228,792	303,041	418,714	508,467	
Transportation (student)	-	154,385	210,590	268,473	344,176	394,902	
Student Services - other	-	183,382	284,911	382,963	487,358	572,920	
Office Expense	-	221,580	300,500	384,079	495,365	569,703	
Staff Development	-	198,419	266,549	342,541	450,324	524,454	
Staff Recruitment	-	66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing	-	5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	5,185	7,009	9,251	12,917	15,845	
Fundraising	-	-	-	-	-	-	
Other	-	33,826	45,776	58,439	75,368	86,604	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>3,081,568</b>	<b>4,321,078</b>	<b>5,473,209</b>	<b>6,856,781</b>	<b>7,782,719</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	131,970	188,078	223,955	265,509	331,085	
Janitorial	-	127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease	-	2,022,394	3,063,720	4,285,945	4,961,887	5,729,767	
Repairs & Maintenance	-	174,302	243,781	288,237	320,918	385,795	
Equipment / Furniture	-	263,390	308,527	263,791	278,269	220,824	
Security	-	128,441	194,428	231,102	260,448	283,437	
Utilities	-	733,180	966,892	1,230,433	1,326,157	1,531,053	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>3,581,558</b>	<b>5,216,218</b>	<b>6,858,883</b>	<b>7,802,183</b>	<b>8,998,235</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>189,777</b>	<b>272,954</b>	<b>333,144</b>	<b>371,944</b>	<b>392,812</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>27,659,791</b>	<b>38,852,561</b>	<b>49,915,396</b>	<b>61,376,087</b>	<b>70,410,132</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(499,779)</b>	<b>(220,911)</b>	<b>801,017</b>	<b>2,417,952</b>	<b>2,463,445</b>	

AF Bushwick Ed Corp						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577	
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132	
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445	
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834	
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>1,558</b>	<b>2,144</b>	<b>2,720</b>	<b>3,373</b>	<b>3,834</b>	
<b>REVENUE PER PUPIL</b>	<b>17,433</b>	<b>18,016</b>	<b>18,646</b>	<b>18,913</b>	<b>19,007</b>	
<b>EXPENSES PER PUPIL</b>	<b>17,753</b>	<b>18,119</b>	<b>18,351</b>	<b>18,196</b>	<b>18,365</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(499,779)</b>	<b>(220,911)</b>	<b>801,017</b>	<b>2,417,952</b>	<b>2,463,445</b>	
<b>Beginning Cash Balance</b>	<b>3,000,000</b>	<b>2,500,221</b>	<b>2,279,310</b>	<b>3,080,327</b>	<b>5,498,279</b>	
<b>ENDING CASH BALANCE</b>	<b>2,500,221</b>	<b>2,279,310</b>	<b>3,080,327</b>	<b>5,498,279</b>	<b>7,961,725</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

**AF Bushwick Ed Corp**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-

Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-

<b>TOTAL REVENUE FROM STATE SOURCES</b>		-
---	--	---

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-

<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		-
---	--	---

**LOCAL and OTHER REVENUE**

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-

<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		-
---	--	---

<b>TOTAL REVENUE</b>		-
----------------------	--	---

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**CONTRACTED SERVICES**

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

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-
---

**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

-
---

**TOTAL EXPENSES**

-
---

**NET INCOME**

-
---

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	

<b>START-UP PERIOD</b>
----------------------------

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	-

<b>REVENUE PER PUPIL</b>	-
<b>EXPENSES PER PUPIL</b>	-

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

		January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>		-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	-	-	-	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-	-
<b>CONTRACTED SERVICES</b>								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>								
<b>OPERATING ACTIVITIES</b>								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>								
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>		-	-	-	-	-	-	-





**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

PROGRAM SERVICES			SUPPORT SERVICES			TOTAL
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
School District 1 (Enter Name)	14,127	19,529,165	2,169,907	-	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	14,127	19,529,165	2,169,907	-	-	21,699,072
Special Education Revenue		-	1,622,906	-	-	1,622,906
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		19,529,165	3,792,814	-	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	248,004	-	-	248,004
Title I		673,035	74,782	-	-	747,816
Title Funding - Other		82,783	9,198	-	-	91,981
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	466,682
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		1,175,832	378,652	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		500,000	-	-	-	500,000
Fundraising		-	-	-	-	-
Erate Reimbursement		589,415	65,491	-	-	654,905
Earnings on Investments		-	-	-	-	-
Interest Income		14,151	1,572	-	-	15,723
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		1,103,566	67,063	-	-	1,170,629
<b>TOTAL REVENUE</b>		21,808,562	4,238,529	-	-	26,047,091

Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	-	-	-	-	-
Instructional Management	6.00	753,331	83,946	-	-	837,276
Deans, Directors & Coordinators	21.00	1,445,584	161,085	-	-	1,606,669
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	6.00	417,151	46,484	-	-	463,635
Administrative Staff	16.00	284,822	31,738	-	-	316,560
<b>TOTAL ADMINISTRATIVE STAFF</b>	49.00	2,900,887	323,254	-	-	3,224,141
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	124.00	6,906,977	-	-	-	6,906,977
Teachers - SPED	22.00	-	1,524,515	-	-	1,524,515
Substitute Teachers	-	35,278	3,931	-	-	39,209
Teaching Assistants	20.00	243,106	27,090	-	-	270,196
Specialty Teachers	10.00	609,273	67,893	-	-	677,166
Aides	-	-	-	-	-	-
Therapists & Counselors	11.00	853,437	95,101	-	-	948,537
Other	-	405,905	45,231	-	-	451,136
<b>TOTAL INSTRUCTIONAL</b>	187.00	9,053,976	1,763,761	-	-	10,817,737
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	5,628	625.30	-	-	6,253
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	5,628	625	-	-	6,253
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	236.00	11,960,491	2,087,640	-	-	14,048,131
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	222,833	24,831	-	-	247,663
Fringe / Employee Benefits	-	1,973,797	219,946	-	-	2,193,743
Retirement / Pension	-	179,569	20,010	-	-	199,579
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	2,376,198	264,786	-	-	2,640,985
<b>TOTAL PERSONNEL SERVICE COSTS</b>	236.00	14,336,689	2,352,426	-	-	16,689,115
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	63,552	7,082	-	-	70,634
Legal	-	19,860	2,213	-	-	22,073
Management Company Fee	-	2,368,375	263,914	-	-	2,632,289
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	133,884	14,919	-	-	148,803
Payroll Services	-	34,755	3,873	-	-	38,628
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	96,243	10,725	-	-	106,968
<b>TOTAL CONTRACTED SERVICES</b>	-	2,716,669	302,726	-	-	3,019,395
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	54,873	6,115	-	-	60,988
Special Ed Supplies & Materials	-	-	45,339	-	-	45,339
Textbooks / Workbooks	-	238,015	26,523	-	-	264,538
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	107,951	12,029	-	-	119,980
Telephone	-	256,115	28,540	-	-	284,654
Technology	-	969,370	108,020	-	-	1,077,390
Student Testing & Assessment	-	151,423	16,874	-	-	168,297
Field Trips	-	152,111	16,950	-	-	169,061
Transportation (student)	-	138,906	15,479	-	-	154,385
Student Services - other	-	164,996	18,386	-	-	183,382
Office Expense	-	199,365	22,216	-	-	221,580
Staff Development	-	178,526	19,894	-	-	198,419
Staff Recruitment	-	60,105	6,698	-	-	66,803
Student Recruitment / Marketing	-	4,535	505	-	-	5,041
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	4,665	520	-	-	5,185
Fundraising	-	-	-	-	-	-
Other	-	30,435	3,391	-	-	33,826
<b>TOTAL SCHOOL OPERATIONS</b>	-	2,711,392	347,477	-	-	3,058,868
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	118,773	13,196.97	-	-	131,970
Janitorial	-	115,094	12,788.18	-	-	127,882
Building and Land Rent / Lease	-	1,713,479	190,386.54	-	-	1,903,865
Repairs & Maintenance	-	128,523	14,280.28	-	-	142,803
Equipment / Furniture	-	237,051	26,338.97	-	-	263,390
Security	-	115,597	12,844.14	-	-	128,441
Utilities	-	621,754	69,083.75	-	-	690,837
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	3,050,269	338,919	-	-	3,389,188
<b>DEPRECIATION &amp; AMORTIZATION</b>						
	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>						
	-	166,548	18,559	-	-	185,107
<b>TOTAL EXPENSES</b>	-	22,981,567	3,360,106	-	-	26,341,673
<b>NET INCOME</b>	-	(1,173,005)	878,423	-	-	(294,582)

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-				-
<b>Total Paid Student Enrollment</b>	1,382	154				1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
<b>TOTAL ENROLLMENT</b>	-	-	-			-

<b>REVENUE PER PUPIL</b>	-	-	-			-
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<b>EXPENSES PER PUPIL</b>	-	-	-			-
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**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2015 to June 30, 2016

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	4,388,307	1,310	3,888,307	397,990	3,888,307	841,108	3,958,309	1,310	3,888,307	249,315	3,888,307	656,216	26,047,091
<b>Total Expenses</b>	2,092,958	1,797,046	2,533,649	1,971,313	2,533,649	2,094,934	2,410,028	1,971,313	2,410,028	2,145,415	2,410,028	1,971,313	26,341,672
<b>Net Income</b>	2,295,349	(1,795,736)	1,354,658	(1,573,323)	1,354,658	(1,253,826)	1,548,281	(1,970,003)	1,478,279	(1,896,100)	1,478,279	(1,315,097)	(294,581)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	3,000,000	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	3,000,000
<b>Net Income</b>	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	2,705,419	2,705,419
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	14,127												
School District 1 (Enter Name)	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127												
Special Education Revenue	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
Grants	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	1,622,906
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	248,004	-	-	248,004
Title I	-	-	-	-	-	747,816	-	-	-	-	-	-	747,816
Title Funding - Other	-	-	-	-	-	91,981	-	-	-	-	-	-	91,981
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	396,679	-	-	70,002	-	-	-	-	-	466,682
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	396,679	-	839,798	70,002	-	-	248,004	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	500,000	-	-	-	-	-	-	-	-	-	-	-	500,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	654,905	654,905
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	501,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	656,216	1,170,629
<b>TOTAL REVENUE</b>	4,388,307	1,310	3,888,307	397,990	3,888,307	841,108	3,958,309	1,310	3,888,307	249,315	3,888,307	656,216	26,047,091



**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	2015	2016	2017	2018	2019
<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
<b>REVENUE</b>	<b>Per Pupil Revenue Percentage Increase</b>				
<b>REVENUES FROM STATE SOURCES</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>23,321,978</b>	<b>32,328,238</b>	<b>41,958,643</b>	<b>52,344,804</b>	<b>59,476,761</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	248,004	348,151	450,465	569,782	659,069
Title I	747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other	91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	466,682	661,052	559,459	397,026	294,500
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>1,554,484</b>	<b>2,188,319</b>	<b>2,529,720</b>	<b>2,874,466</b>	<b>3,147,609</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	500,000	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments	-	-	-	-	-
Interest Income	15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>1,170,629</b>	<b>973,199</b>	<b>1,221,342</b>	<b>1,540,366</b>	<b>1,779,710</b>
<b>TOTAL REVENUE</b>	<b>26,047,091</b>	<b>35,489,756</b>	<b>45,709,706</b>	<b>56,759,636</b>	<b>64,404,080</b>

Grows to 14627 in 2016-17

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

EXPENSES		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5
			2015	2016	2017	2018	2019
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	837,276	1,127,532	1,281,158	1,581,519	1,597,334	
Deans, Directors & Coordinators	21.00	1,606,669	2,179,902	3,079,080	3,655,315	4,236,783	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	6.00	463,635	624,362	709,432	875,754	884,512	
Administrative Staff	16.00	316,560	494,547	685,381	766,996	843,959	
<b>TOTAL ADMINISTRATIVE STAFF</b>	49.00	3,224,141	4,426,344	5,755,051	6,879,584	7,562,588	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	6,906,977	9,436,124	12,266,062	15,578,317	18,229,223	
Teachers - SPED	22.00	1,524,515	2,067,121	2,603,323	3,304,372	3,755,231	
Substitute Teachers	-	39,209	55,199	70,286	86,481	98,981	
Teaching Assistants	20.00	270,196	299,709	329,793	397,612	429,235	
Specialty Teachers	10.00	677,166	890,418	1,056,025	1,268,088	1,347,679	
Aides	-	-	-	-	-	-	
Therapists & Counselors	11.00	948,537	1,234,361	1,382,365	1,433,493	1,668,082	
Other	-	451,136	636,966	827,052	1,041,230	1,208,387	After-school, tutors, Saturday academy staff.
<b>TOTAL INSTRUCTIONAL</b>	187.00	10,817,737	14,619,898	18,534,906	23,109,592	26,736,817	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	1	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-	6,253	8,340	10,774	14,176	16,678	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	236.00	14,048,131	19,054,582	24,300,731	30,003,352	34,316,083	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		247,663	773,444	1,282,896	1,829,946	2,226,407	
Fringe / Employee Benefits		2,193,743	2,704,672	3,198,097	3,778,387	4,278,720	
Retirement / Pension		199,579	285,630	368,400	460,166	533,252	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		2,640,985	3,763,746	4,849,394	6,068,499	7,038,380	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	236.00	16,689,115	22,818,327	29,150,124	36,071,851	41,354,463	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		70,634	101,316	131,076	164,870	191,649	
Legal		22,073	31,661	40,961	51,522	59,890	
Management Company Fee		2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		148,803	208,890	270,279	341,869	395,441	
Payroll Services		38,628	55,407	71,682	90,163	104,808	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		106,968	153,413	197,825	247,271	286,131	
<b>TOTAL CONTRACTED SERVICES</b>		3,019,395	4,185,951	5,332,927	6,644,398	7,590,585	
<b>SCHOOL OPERATIONS</b>							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials		39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks		264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		119,980	180,726	193,606	222,237	223,865	
Telephone		284,654	390,779	479,115	621,717	707,772	
Technology		1,077,390	1,379,520	1,662,130	1,992,434	2,231,343	
Student Testing & Assessment		168,297	253,838	335,478	421,192	491,324	
Field Trips		169,061	228,792	283,089	390,537	475,881	
Transportation (student)		154,385	210,590	268,473	344,176	394,902	
Student Services - other		183,382	284,911	343,531	432,416	505,696	
Office Expense		221,580	300,500	384,079	495,365	569,703	
Staff Development		198,419	266,549	342,541	450,324	524,454	
Staff Recruitment		66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing		5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		5,185	7,009	9,251	12,917	15,845	
Fundraising		-	-	-	-	-	
Other		33,826	45,776	58,439	75,368	86,604	
<b>TOTAL SCHOOL OPERATIONS</b>		3,052,819	4,194,310	5,216,891	6,496,603	7,358,084	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance		131,970	188,078	223,955	265,509	331,085	
Janitorial		127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease		1,903,865	2,613,517	3,159,589	3,963,199	4,601,080	
Repairs & Maintenance		142,803	209,412	252,016	283,973	348,111	
Equipment / Furniture		263,390	308,527	263,791	278,269	220,824	
Security		128,441	194,428	231,102	260,448	283,437	
Utilities		690,837	920,691	1,181,743	1,276,494	1,480,396	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		3,389,188	4,685,445	5,647,616	6,716,885	7,781,207	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
		-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		185,107	263,733	321,173	357,014	376,415	
<b>TOTAL EXPENSES</b>		26,335,624	36,147,766	45,668,732	56,286,751	64,460,753	
<b>NET INCOME</b>		(288,534)	(658,011)	40,974	472,885	(56,674)	

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>1,558</b>	<b>2,144</b>	<b>2,720</b>	<b>3,373</b>	<b>3,834</b>
<b>REVENUE PER PUPIL</b>	<b>16,718</b>	<b>16,551</b>	<b>16,805</b>	<b>16,828</b>	<b>16,798</b>
<b>EXPENSES PER PUPIL</b>	<b>16,903</b>	<b>16,858</b>	<b>16,790</b>	<b>16,687</b>	<b>16,813</b>

**CASH FLOW ADJUSTMENTS**

<b>OPERATING ACTIVITIES</b>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>(288,534)</b>	<b>(658,011)</b>	<b>40,974</b>	<b>472,885</b>	<b>(56,674)</b>
<b>Beginning Cash Balance</b>	<b>3,000,000</b>	<b>2,711,466</b>	<b>2,053,456</b>	<b>2,094,429</b>	<b>2,567,314</b>
<b>ENDING CASH BALANCE</b>	<b>2,711,466</b>	<b>2,053,456</b>	<b>2,094,429</b>	<b>2,567,314</b>	<b>2,510,641</b>

## 24. Supplemental Information

- (a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

Please find attached the following supplementary documents in support of the Achievement First Charter School 10 and 11 proposals. Each of the following documents is referenced in a previous response, as indicated below.

Supplemental Document	Page
Table listing educational options in CSD 16,17,23,32. <i>Referenced in:</i> <i>Response 1(b) Programmatic Impact, p. 3</i> <i>Response 14(a) District Relations, low-performing schools in district. p. 2</i>	1
June 2, 2014 Achievement First Bushwick Board Minutes, indicating Board approval of this application. <i>Response 3 (a) p.1.</i>	26

**Support for:**

Response 1(b) - Programmatic Impact

Response 14(a) – District Relations (highlighted in yellow)

## CSD 23

School	Grade	Mission	2012-2013 OVERALL GRADE	Charter School
Brooklyn Collegiate: A College Board School	7-12	The mission of Brooklyn Collegiate is to facilitate learning so that <b>all students can master the challenges of a rigorous curriculum that will guide them to college entrance and success.</b>	D	No
Brownsville Collaborative Middle School	6	The Horace E. Greene School will create a society of <b>lifelong learners, responsible citizens and students who are prepared to meet the challenges of the twenty-first century.</b>	-	No
Christopher Avenue Community School	PK-3	None provided	-	No
Dr. Jacqueline Peek-Davis School	Pk-5	The mission of Public School 12 and its community is to <b>ensure that all students, including Special Needs, ELL and bilingual students are able to achieve high standards of excellence and develop cognitive, creative, and social growth.</b>	F	No
Eagle Academy for Young Men II	6-10	None provided	C	No

General D. Chappie James Elementary School of Science	3-5	The Mission of the General D. Chappie James Elementary School of Science is to <b>provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.</b>	-	No
General D. Chappie James Middle School of Science	6-8	The Mission of the General D. Chappie James Middle School of Science K634 is to <b>provide students with a highly developed and environmentally conscious educational foundation that challenges past and present scientific theories</b> in order to gain a deeper understanding into the evolution of science.	-	No
IS 392	6-8	Teachers <b>use the arts to cultivate superior critical thinking and problem solving as well as research and communication skills.</b>	B	No
Kappa V	6-8	The mission of the school is to <b>foster a nurturing environment that supports, challenges, and raises the expectations for youth in Brownsville</b> with an emphasis on team work, cooperation, discipline, reading, writing and mathematics	B	No
Mott Hall Bridges Academy	6-8	The mission of Mott Hall Bridges Academy (MHBA) is to <b>create a S.T.E.A.M. (Science, Technology, Engineering, Arts and Math) focused environment</b> where inquiry is used to help develop critical thinkers through teaching and learning; building positive relationships amongst stakeholders and adhering to our codes of excellence	A	No
Mott Hall IV	6-8	The mission of the school is to <b>encourage all students to be lifelong learners, skilled thinkers, effective communicators, responsible leaders, and positive role models.</b>	D	No

PS 041 Francis White	K-8	The mission of the school is <b>to create a safe, positive, organized learning environment for all children</b> with the support and involvement of parents and community members.	C	No
PS 073 Thomas S. Boyland	PK-8	The mission of the educational community of PS 73K is to <b>provide a safe and nurturing learning environment</b> that will ensure that all students are challenged to achieve at high academic standards.	-	No
PS 150 Christopher	K-5	The school's mission is to <b>educate, guide, and empower students to become productive members of society and the best individuals they can be.</b>	C	No
PS 156 Waverly	PK-5	The mission of the school is to <b>establish and maintain a stimulating, challenging and nurturing school environment.</b>	B	No
PS 165 Ida Posner	PK-8	The primary mission of the Ida Posner Elementary School and community is to <b>provide a child-centered environment, and challenge students to become independent thinkers, problem solvers and lifelong learners who will grow to be leaders, record breakers and trend setters.</b>	C	No
PS 178 Saint Clair Mckelway	PK-8	The school's mission has been encapsulated into the following statement: <b>"TO BE THE BEST THERE IS; THE BEST THERE WAS; AND THE BEST THERE EVER WILL BE".</b>	C	No
PS 184 Newport	PK-8	Our mission is to <b>prepare the youngsters in our school community to meet the challenge of the 21st Century.</b>	C	No

PS 284 Lew Wallace	PK-8	The school's mission to ensure all of the PS/IS 284 students <b>receive a quality, well-rounded education</b> in which students are equipped with the tools for success and become responsible, life-long learners, who are positive role models wherever they go.	B	No
PS 298 Dr. Betty Shabazz	PK-8	It is the mission of the Dr. Betty Shabazz Elementary and Preparatory School for the Performing Arts to <b>have a caring and nurturing staff</b> who will lay a firm educational foundation, based in the <b>core knowledge of academic subjects for our students and to expose them to the Performing Arts.</b>	C	No
PS 327 Dr. Rose B. English	PK-8	The Dr. Rose B. English School is dedicated to <b>educating all children in an exciting and nurturing environment.</b> We aspire to give children the <b>tools to make good decisions, function in a technologically advanced society and work collaboratively with all people.</b>	C	No
PS 332 Charles H. Houston	3-5; 8	The mission at PS/IS 332 is <b>to meet and exceed standards, and work as a community to develop the full potential of each child.</b>	-	No
PS K396	K-8	None provided	-	No
PS/IS 155 Nicholas Herkimer	PK-8	None provided	C	No
PS/IS 137 Rachel Jean Mitchell	PK-8	The mission of PS 137 is <b>to create a community of students, parents and staff joined in the pursuit of excellence through academic achievement and personal growth.</b>	A	No

PS/IS 323		PS/IS 323's mission is <b>to cultivate and nurture the whole child</b> by promoting: respect for self and others, academic achievement, community spirit, physical well-being and athletic participation, artistic and technological appreciation and expression, and a love for life and learning.	C	No
Riverdale Avenue Community School	PK-2	The mission of PS 446 the Riverdale Avenue Community School is to provide a culture that promotes <b>Resilience + Awareness + Collaboration = Success!</b>	-	No
Ronald Edmonds Learning Center	6-8	The mission of Ronald Edmonds Learning Center is <b>to motivate urban children and develop tomorrow's leaders</b> through an accelerated curriculum of fine and performing arts, sciences, technology and foreign language.	B	No
Teachers Preparatory High School	6-12	The school is dedicated to <b>creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning.</b>	C	No
Achievement First Brownsville Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education.</b> Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.</b>	A	Yes
Brownsville Collegiate Charter School	5-8	<b>The school's mission is to prepare each and every student for college.</b>	A	Yes

Leadership Prep Brownsville Charter School	K-3	The school's mission is to <b>prepare students to succeed in high school, college, and beyond.</b>	C	Yes
Leadership Prep Ocean Hill Charter School	K-2	The school's mission is to <b>prepare students to succeed in high school, college, and beyond.</b>	A	Yes
Ocean Hill Collegiate Charter School	5-6	The mission of Ocean Hill Collegiate Charter school is to <b>prepare each student to enter, succeed in and graduate from college.</b>	A	Yes
Brooklyn Preparatory School	K-12	International, accredited, online private school	-	Private
Gayle Academy for Children	PK-1	None provided	-	Private
Hands Hearts Preparatory School	PK-4	None provided	-	Private
Bethany Christian Grade School	PK-7	None provided	-	Private

## CSD 32

School	Grade	Mission	2011-2012 OVERALL GRADE	Charter School
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P.S. 045 Horace E. Greene	Elementary	The Horace E. Greene School works with parents and the community to create a society of <b>lifelong learners</b> and <b>responsible citizens</b> who respect one another and themselves.	D	No
P.S. 075 Mayda Cortiella	Elementary	The Mayda Cortiella Elementary School envisions all students learning in a <b>safe and supportive environment</b> that includes <b>nurturing</b> adults, collegiality, <b>availability</b> of materials and resources, <b>access</b> to community services, an organized environment, and <b>respect</b> for differences.	B	No
P.S. 086 The Irvington	Elementary	P.S.86 works to foster within students the abilities and self-confidence essential to <b>develop academic and social skills</b> by providing students with high quality standards based programs implemented by highly skilled, nurturing professionals dedicated to excellence in education.	A	No
P.S. 106 Edward Everett Hale	Elementary	The goal is to provide a foundation that imparts special, emotional and intellectual growth so that <b>students can succeed in their school life and beyond.</b>	C	No
P.S. 116 Elizabeth L Farrell	Elementary	The mission of the school is to cultivate, nourish and enhance students' self-image as <b>life-long learners</b> and to provide them with challenging opportunities and experiences.	B	No
P.S. 151 Lyndon B. Johnson	Elementary	The mission of PS 151 is to create an educational environment to <b>enhance the teaching and instructional program</b> , to <b>improve the children's learning and achievement.</b>	C	No
P.S. 123 Suydam	Elementary	The mission is to <b>promote the optimal social, emotional and academic development</b> of the children served.	C	No

P.S. 145 Andrew Jackson	Elementary	The school's mission is to work with teachers, parents and the community to produce <b>literate, caring, responsible citizens</b> who meet the high standards necessary for success in the <b>technological</b> world of the 21st Century.	F	No
J.H.S. 162 The Willoughby	Middle	The mission of IS 162 to establish an environment that will allow students to become <b>self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life.</b>	B	No
P.S. 274 Kosciusko	Elementary	Students are educated to become <b>leaders, problem solvers and critical thinkers</b> through instruction based on the highest academic standards.	C	No
J.H.S. 291 Roland Hayes	Middle	The mission of I.S. 291 is designed around the values of <b>clear and high academic expectations</b> , an <b>all-encompassing commitment to learning</b> , and <b>meaningful relationships.</b>	C	No
J.H.S. 296 The Halsey School	Middle	The Mission of Is 296 is to <b>educate</b> students through its commitment to high academic standards and <b>individual achievement.</b>	B	No
P.S. 299 Thomas Warren Field	Elementary	Through home, school and community partnerships, the administration, teachers, and staff of PS 299 are committed to helping students become <b>lifelong learners, creative thinkers and productive citizens.</b>	B	No
I.S. 347 School of Humanities	Middle	It is the mission of I.S. 347 to provide all students with a <b>safe, clean, and conducive environment</b> in which each child will have <b>access to standards-based learning experiences</b> across the content areas.	D	No

I.S. 349 Math, Science & Tech.	Middle	The mission of I.S. 349, The School of Math, Science and Technology is to provide each student with an <b>outstanding opportunity to achieve academic excellence in a small learning environment</b> which fosters a <b>strong sense of community within a culturally diverse student body</b> .	B	No
P.S. 376	Elementary	As a diverse, collaborative school community, the school is dedicated to providing a <b>nurturing and challenging learning environment with high expectations</b> for all of our students	B	No
P.S. 377 Alejandrina B. De Gautier	K-8	P.S. 377 will provide every child with the opportunity to always <b>love learning</b> by stimulating their curious minds, engaging them in a <b>positive course of study</b> and ask that take <b>responsibility for their own learning</b> .	D	No
J.H.S. 383 Philippa Schuyler	Middle	The Philippa Schuyler Middle School for the Gifted and Talented is dedicated to providing a <b>rigorous instructional program</b> that challenges students to <b>set goals and to take responsibility for their learning</b> .	C	No
P.S. /I.S. 384 Frances E. Carter	K-8	The mission of P.S. 384, is to provide all students the opportunity to achieve academic excellence by providing <b>fundamental skills and knowledge in a learning environment that fosters strong instructional practices</b> and instill a sense of responsibility to acknowledge and learn the <b>importance of becoming a productive member in a cultural diversified world</b> .	B	No
All City Leadership Secondary School	Middle	No information available	B	No

Achievement First Bushwick	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	A	Yes
Bushwick Ascend Charter School	Elementary	Ascend Learning's mission is to <b>develop a scalable solution to the underachievement of economically disadvantaged children</b> —a network of urban, college-preparatory, K-12 charter schools, <b>operating with widely available human and financial resources, and posting achievement levels equal or superior to suburban schools educating students from middle-class families.</b>	B	Yes
St. Brigid Catholic School	K-8	The mission of this school is to teach <b>Catholic doctrine</b> while striving to provide our students with an academically enriched valued based education and strive to educate the whole child academically, physically, emotionally, and spiritually.	-	Private

## CSD 17

School	Grade	Mission	2012-2013 OVERALL GRADE	Charter School
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P.S. 249 The Caton	K-3	The mission of our school is to provide a <b>high quality, comprehensive and meaningful education for all students</b> , including English Language Learners and Special Education students.	A	No
M.S. 002	5-8	All students are expected to <b>achieve success</b> in our caring, safe and orderly environment.	B	No
P.S. 006	K-4	Public School 6 challenges its children, teachers and parents to <b>achieve growth and success</b> through the implementation of an enriched curriculum based on high standards and the <b>active involvement of the school community</b> .	B	No
P.S. 012	K-4	The mission of Public School 12 and its community is to ensure that all students, including Special Needs, ELL and bilingual <b>students are able to achieve high standards of excellence and develop cognitive, creative, and social growth</b> .	B	No
P.S. 022	K-4	P.S. 22 is a dynamic community of excellence where members share a common goal to <b>nurture life-long learners</b> .	-	No
M.S. 061 Dr. Gladstone H. Atwell	5-8	The Dr. Gladstone H. Atwell Middle School 61 Star Academy, being part of a culturally diverse community, is dedicated to having all students, including English Language Learners and Special Education pupils, <b>achieve academic and social excellence</b> .	D	No

P.S. 091 The Albany Avenue School	K-4	The Mission of P.S. 91 is to provide <b>excellence in education by setting goals and high expectations for all in a safe and orderly environment so that our students can excel to their highest potential, and to empower them to utilize world resources as they contribute to and compete in a global community.</b>	C	No
P.S. 092 Adrian Hegeman	K-4	We are committed to providing a school environment that is safe, nurturing and places an emphasis on the role of the school and home in <b>ensuring children's cognitive, creative, and social growth.</b>	C	No
P.S. 138 Brooklyn	K-8	In order to strengthen the core academic curriculum we have in place several programs and staff members who <b>facilitate instruction in all core curriculum areas.</b>	A	No
P.S. 161 The Crown	K-8	The Crown School is committed to involving all students, parents, staff and community resources in an effort to <b>develop healthy academically gifted students in order to prepare them for their roles as responsible citizens of the world.</b>	B	No
P.S. 167 The Parkway	K-4	Our vision of P.S. 167 is based on the belief that our <b>students will successfully meet the educational, physical, emotional, and social demands of the global community.</b>	-	No
P.S. 181 Brooklyn	K-8	The staff and parents of the John L. Steptoe School of the 21st Century are committed to provide each and every student with a <b>quality education that exceeds all the standards of The New York State Department of Education and The New York City Board of Education.</b>	C	No

P.S. 189 Lincoln Terrace	K-8	At Public School 189, The Bilingual Center, we are committed to produce students who achieve the <b>highest educational standards</b> ; students who are fluent in two languages; problem solvers; critical thinkers; and students who will be active participants in the life of their family, their community, their city, their state, their country and the greater society, the world.	-	No
P.S. 191 Paul Robeson	K-4	The mission of the P.S. 191 Paul Robeson Elementary School is to <b>collaborate with caregivers to support all of our students</b> , inclusive of students with special needs and English Language Learners.	D	No
P.S. 221 Toussaint L'Ouverture	K-4	The PS 221 community will provide a safe, nurturing environment that will <b>develop self-esteem, and prepare each and every student to function as responsible members in their local and global communities.</b>	B	No
P.S. 241 Emma L. Johnston	K-4	To develop with every student a <b>solid academic foundation, strong ethics, good morals and high standards.</b> To enable every student to rise to their highest self. Vision, "We plant and cultivate the seed of learning in the heart of each student".	B	No
M.S. 246 Walt Whitman	5-8	At Walt Whitman Middle School our mission is to create an environment that emphasizes <b>academic excellence and fosters life-long learning.</b>	B	No
P.S. 289 George V. Brower	K-4	We ensure excellence for all students, providing them with the experience necessary to become <b>productive citizens of the world</b> through the efforts and collaboration of the home, school and community at-large.	A	No

P.S. 316 Elijah Stroud	K-4	Our mission is to ensure that children leave P.S. 316 with a set of <b>moral and social-emotional values that encompasses self-esteem, tolerance, resilience, and a sense of community; a complement of standards-based reading, writing, and thinking skills across the curricula</b> ; and appreciation and respect for cultures and diversity in our school and community.	A	No
Middle School for Academic and Social Excellence	5-8	The Middle School for Academic and Social Excellence MS ~ 334 will <b>develop all students to their full potential.</b>	C	No
I.S. 340	5-8	As a school community, we are committed to the <b>development of the whole child.</b>	C	No
Ebbets Field Middle School	5-8	At Ebbets Field Middle School everyone is a teacher and everyone is a learner. We know, understand and believe that a successful school is one that is collabortively built by its staff, students, parents and community	C	No
Elijah Stroud Middle School	5-8	Our mission is " <b>to promote and sustain high levels of academic achievement for our students by knowing them as individuals and personalizing the learning process for each child</b> ".	D	No
The School of Integrated Learning	5-8	We at The School of Integrated Learning (SIL) guide our community individually and collectively towards success by making good choices that <b>address academic needs and enhance social development</b> , while awakening and nurturing interests and talents.	A	No
P.S. 375 Jackie-Robinson School	K-4	The Jackie Robinson School will strive to be a consistent and stable learning institution in the community.	B	No
Academy for College Preparation and Career Explo	5-8	None	D	No

M.S. K394	K-8	Middle School 394 will create an environment that recognizes, celebrates and respects the cultural diversity of our school's community.	B	No
P.S. 397 Foster-Laurie	K-4	To provide a safe and literate environment in which every child's academic, social and emotional needs can be nurtured.	C	No
P.S. 398 Walter Weaver	K-4	Our aim is to educate, elevate and enrich our children's (including Special Ed and ESL) minds to achieve their fullest potential.	B	No
P.S. 399 Stanley Eugene Clark	K-4	The mission of PS 399 is to <b>achieve "academic excellence" for all children through standards driven instruction.</b>	C	No
Ronald Edmonds Learning Center II	5-8	None	B	No
School for Human Rights, The	5-8	The mission of The School for Human Rights is to <b>develop the academic and social capacities of all our students</b> , regardless of identity or ability.	B	No
School for Democracy and Leadership	5-8	None	D	No
Science, Technology and Research Early College H	5-8	Erasmus (STAR) is a small Early College Network High School. Our dynamic team of high school teachers and Brooklyn College professors are eager to <b>prepare students interested in science, mathematics and technology for college and the world of work.</b>	C	No
Middle School for the Arts	5-8	None	-	
Medgar Evers College Preparatory School	5-8	Middle College High School is committed to providing each and every student with a <b>strong academic and college preparatory education.</b>	B	No

Achievement First Crown Heights Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	C	Yes
Citizens of the World Charter School 2	K-5	The mission of Citizens of the World Charter Schools is to create a national network of <b>high-achieving, community-based public schools that reflect the abundant socioeconomic, racial and cultural diversity of their surroundings</b> .	-	Yes
Explore Exceed Charter School	K-4	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that provides students with the <b>academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school</b> .	-	Yes
Explore Charter School	K-8	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that provides students with the <b>academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school</b> .	C	Yes
Fahari Academy Charter School	5-8	The mission of Fahari Academy Charter School is to <b>educate, support, challenge, and train scholars</b> , in Brooklyn's Flatbush neighborhood, for success in college and beyond.	F	Yes

KIPP AMP Charter School	K-8	We provide a rigorous academic program and a variety of co-curricular activities that <b>build character and support our learning goals.</b>	C	Yes
Lefferts Gardens Charter School	K-4	The Lefferts Gardens Charter School will utilize an environmental science program to <b>develop academically motivated and civic-minded students to succeed in competitive high school and college programs.</b>	D	Yes
Success Academy Crown Heights	K-5		-	Yes
Success Academy Prospect Heights	K-5		-	Yes

## CSD 16

School	Grade	Mission	2011-2012 OVERALL GRADE	Charter School
P.S. 005 Dr. Ronald McNair (K005)	K-5	The Dr. Ronald McNair/Public School 5 affirms as its central mission that <b>every child has the right to a quality education in a safe and secure environment which reflects high expectations and high academic standards</b> ; that literacy is the first and most essential goal; and that every child can, and will succeed in ways that mirror his or her own aptitudes; interests and culture.	D	No
P.S. 021 Crispus Attucks (K021)	K-5	We seek to create an environment that provides for the <b>emotional, physical, spiritual, intellectual, economic, and social well-being of the students and community.</b>	B	No

P.S. 025 Eubie Blake School (K025)	K-5	The mission of PS/IS 25 is to work together to assure that students, parents, teachers and administrators <b>cultivate a safe, caring and intellectually stimulating school environment.</b> Parents and teachers are committed to working cooperatively to encourage respect for the learning process, stimulate special talent in all students and develop and maintain a positive supportive relationship between school and home. As an educational community, <b>models of academic excellence and technology are provided to support the immediate goal of maximizing student achievement in all areas and the long-term goal of developing lifelong learners who are responsible citizens of a democratic society.</b>	D	No
P.S. 026 Jesse Owens (K026)	K-5	Emphasizing excellence in our "standards driven environment" all students will be engaged by the total school community of staff, students and parents in a climate of <b>high expectations for success in meeting and mastering performance based core curriculum.</b> "Our job is to provide every child with a quality education".	A	No
P.S. 028 The Warren Prep Academy (K028)	K-5	The mission of the Warren Prep Academy, Public School 28K's Professional Learning Community is <b>to teach all children how to read, write, think, compute, speak well, love the arts and behave in socially acceptable ways in order to become economically independent contributing members of society.</b>	D	No
M.S. 035 Stephen Decatur (K035)	6-8	Decatur Clearpool School's mission is to forge and foster a collaborative partnership with parents/caretakers <b>to ensure that every student acquires skills and concepts which are standards-based and will effectuate at or above grade level academic performance outcomes.</b>	C	No

P.S. 040 George W. Carver (K040)	K-5	The mission of Public School 40 is to <b>provide a child-centered standards-based environment that is safe, nurturing, and promotes higher order thinking skills.</b> This will be accomplished through the collaborative efforts of involved parents, supportive community members, and dedicated staff. Our goal is to provide life-long learners who will become productive and contributing members in our society.	A	No
J.H.S. 057 Whitelaw Reid (K057)	6-8	Every student at Ron Brown Academy will <b>achieve proficiency or higher in every subject and will develop strong character.</b>	B	No
P.S. 081 Thaddeus Stevens (K081)	K-5	The central vision of the staff of PS 81 is the <b>successful academic achievement of all students.</b> The core of our pursuit is principled in the belief that all students can learn and must be prepared to be contributing and productive members of society in the 21st century. We believe that through effective collaboration with our parent body and community members we can create an enriched, diversified, and engaging learning environment in order to nurture students academically, socially, and culturally, while promoting positive self-esteem.	A	No
P.S. 243K - The Weeksville School (K243)	K-5	None provided	B	No
P.S. 262 El Hajj Malik El Shabazz Elementary School (K262)	K-8	The mission of PS 262 staff and parents is to <b>create an academic child-centered environment.</b> Excellence is the standard for every student; resulting in exemplary educational achievement.	C	No

M.S. 267 Math, Science & Technology	6-8	Fostering a nurturing and safe environment, MS 267 offers a <b>haven where the natural curiosity of all children is strengthened and channeled through an emphasis on academic, social, and cultural literacy.</b> Using the resources of Bedford Stuyvesant and New York City as our base, our youngsters are exposed to a wide variety of rigorous academic disciplines. We offer a varied range of teaching strategies, which embrace and utilize the national and citywide Performance Standards in our pursuit of academic excellence. We believe that parents and educators must work as partners to: develop a group of youngsters who will become productive, active and successful citizens in our world and prepare our young people to help build their communities and society in the 21st century.	C	No
P.S. 308 Clara Caldwell (K308)	K-8	Our focus at P.S. 308 is to <b>foster a life long love of learning within our students.</b> We are "The Best of the Brightest in the Heart of Brooklyn".	A	No
P.S. 309 The George E. Wibecan Preparatory Academy (K309)	K-5	None provided	C	No
P.S. 335 Granville T. Woods (K335)	K-5	It is our belief that all children can learn. Each child has special talents upon which we the educators are challenged to build and foster learning. As PS 335 family members we accept the challenge to develop and nurture these qualities and therefore <b>not only teach our children to learn, we expect, plan, and challenge each student to strive towards academic excellence.</b> We understand that it takes "a whole village" to raise a child and therefore we foster real partnerships with our parents and community. Our mission is to build life long learners! Children first!	D	No

School of Business, Finance and Entrepreneurship (K385)	6-8	The School for Business, Finance, and Entrepreneurship is committed to <b>providing students with real world experiences and opportunities that are immersed in a comprehensive academic curriculum</b> which will foster their acquisition of marketable skills geared for the new millennium.	D	No
Frederick Douglass Academy IV Secondary School (K393)	8-12	The mission of the administrators and faculty at Frederick Douglass Academy IV is to <b>prepare each student to enter prestigious colleges and universities with an excellent foundation and a sense of self-confidence</b> so solid that the dream of a college degree and a professional career becomes a reality.	B	No
Boys and Girls High School (K455)	9-12	Boys and Girls High School is committed to <b>providing a safe and secure environment that enables our students to display growth and development academically, intellectually and socially.</b> It is our moral obligation to prepare our students to become productive and responsible citizens. We view the school as a vehicle that can have tremendous impact on the child's ability to succeed in society. Our approach to urban education is a straightforward formula: dedicated staff plus disciplined students plus involved parents plus leadership equals a working school.	F	No
Brooklyn High School for Law and Technology (K498)	9-12	None provided	B	No
Upper School @ P.S. 25 (K354)	6-8	None provided	C	No

M.S. 584 (K584)	6-8	At The Granville T. Woods Middle School for Science and Technology - M.S. 584 we believe that every student can and must work towards maximizing his/her potential. We support our students by working towards <b>customizing our teaching to meet the needs of our various learners</b> . If children do not learn the way we teach, we must teach the way they learn. We work toward creating a learning community where <b>every child has access to a quality and meaningful education</b> . A learning community here the academic, social, physical, cognitive, ethical, and emotional needs of all the students are met and values such as honesty, humility, respect, diligence and empathy are embraced, modeled, practiced.	C	No
Gotham Professional Arts Academy	9-12	None provided	B	No
Brighter Choice Community School (K627)	K-5	None provided	A	No

Brooklyn Brownstone School (K628)	K-5	<p>The Brooklyn Brownstone School is committed to empowering tomorrow's community advocates to become catalysts of change in their environments, through service learning. <b>Students will learn to be independent critical thinkers and to work productively within a diverse group of learners to improve their community, through academic excellence.</b></p> <p>In collaboration with families and community partners, we provide students with authentic learning experiences where they develop skills as scholars, advocates, artists, community and environmental stewards. <b>We prepare students to meet and/or exceed New York State Standards so they may enter and succeed in the high school and post secondary schools of their choice.</b></p>	B	No
Young Scholars' Academy for Discovery and Exploration	K-5	None provided	C	No
Madiba Prep Middle School (K681)	6-7	<p>Madiba Prep Middle School is a learning community where <b>scholars are steeped in the rigorous pursuit of critical thinking skills, communication and technological literacy, self-awareness, and social and character development.</b> Parents and community stakeholders support the development of scholars who are productive, contributing citizens in the local and global contexts. Madiba scholars will know how to learn and will <b>acquire the necessary skills and competencies to meet the demands of both college and career.</b></p>	-	No
The Brooklyn Academy of Global Finance (K688)	9-12	None provided	F	No

Achievement First Endeavor Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	B	Yes
Bedford-Stuyvesant Collegiate Charter Schools (K648)	5-10	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	-	Yes
Bedford Stuyvesant New Beginnings Charter School (K782)	K-6	Bedford Stuyvesant New Beginnings Charter school (BSNBCS) is based on the premise that <b>all students can reach the highest point of their academic capacity by setting high standards and expectations in all areas of our educational program</b> . By creating an environment that promotes academic and civic achievements, BSNBCS will give its students the tools to succeed in today's world.	C	Yes
Brooklyn Excelsior Charter School (K731)	K-8	None provided	F	Yes
Excellence Boy Charter School (K593)	K-10	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	-	Yes

Excellence Girls Charter School (K712)	K-5	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	A	Yes
Explore Empower Charter School (K742)	K-6	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that <b>provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.</b>	B	Yes
La Cima Charter School (K649)	K-5	The mission of La Cima Elementary is to <b>prepare students for academic and life-long success through a rigorous and relevant academic program.</b>	C	Yes
Launch Expeditionary Learning Charter School (K360)	6-7	Launch students will <b>develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers.</b>	-	Yes
Teaching Firms of America-Professional Preparatory Charter School (K406)	K-3	To provide our children with a <b>dynamic learning experience that exemplifies culture, morality and discipline, while cultivating and invigorating their spirit.</b> We are student centered, data driven and mastery focused, and hold ourselves and each other accountable for the most important outcome: high student achievement.	-	Yes

## DRAFT MINUTES

### AF Bushwick Board Meeting

Monday, June 2, 2014

7:00-8:00 PM

### AF Endeavor Middle School

510 Waverly Avenue

Brooklyn, NY 11238

A meeting of the AF Bushwick Board of Directors was held at 7:00PM on June 2, 2014 at AF Endeavor Middle School. A quorum was present with the following members in attendance:

Full Name	Attended
Dean Deborah Shanley, Board Chair	Yes
Christina Frey, Treasurer	Yes
Harris Ferrell	Yes
Iris Chen	Not Present
Adrienne Loiseau	Yes
Jack Schnirman	Yes

#### Others in attendance

Stacey Park, Principal, AF Bushwick Elementary School

Michael Rosskamm, Principal, AF Bushwick Middle School

Tony Siddall, Network Support, Senior Director of Team External Relations

#### Call to Order

Deborah Shanley called the meeting to order at 7:20pm.

#### Principal's Report

Stacey Park reported that suspensions are low and attendance numbers are up, something they are celebrating by taking kids with high attendance to Matilda on Broadway. On the state tests, she reported that math was stronger than ELA. In the parent survey, data shows that overall parents are feeling good.

Michael Rosskamm reported that attendance has slipped. As a result, he is tightening up the consequences if scholars are late more than once a week. This will begin next year. As well, AF Bushwick Middle School is instituting a Saturday extension program to work with the most struggling scholars. For scholars graduating from the school, about 75% are going to AF

University Prep High School.

### **Family Representative Report**

Adrienne Loiseau reported that the Spring Arts Musical Festival was last week. She also noted that the last PLC meeting will be on June 10. She made note of some upcoming dates-a 4th grade trip to Penn State, a family engagement meeting to develop parent leaders from each school, a 4th grade dance, a Family Fun Day Picnic in Highland Park and a Stepping Up ceremony.

### **Board Business**

Deborah Shanley asked for any questions, concerns or changes. There were none.

RESOLVED, the AF Bushwick Board of Trustees approves the March 2014 Board minutes as presented.

Moved: Harris Ferrell

Seconded: Christina Frey

The Board voted unanimously in favor of the resolution.

Deborah Shanley asked if there were any questions on new Board members. Tony Siddall noted that the parent advisory panel will make the nominations for family liaison.

RESOLVED, the AF Bushwick Board of Trustees hereby nominates the following new Trustees, subject to authorizer approval, to serve on the Achievement First Bushwick Board of Trustees effective August 1, 2014:

Andy Hubbard
Ambrose Wooden, Jr.
Kelly Wachowicz
Lee Gelernt
Amy Arthur Samuels
Deborah Shanley
Gabe Schwartz
Judith Jenkins
L. Priscilla Hall
Jon Atkeson
Matt Tartaglia
Lee Gause
Justin Cohen
Ted Coons
Claire Robinson

Moved: Christina Frey

Seconded: Harris Ferrell

The Board voted unanimously in favor of the resolution.

Deborah Shanley noted that the AF university Prep facilities are exploring moving from the AF Brooklyn High School building.

RESOLVED, that the AF Bushwick Board of Trustees hereby approves Achievement First, Inc. to request co-location in a public school facility due to expansion of grades, for the 2015-16 school year and beyond.

Moved: Jack Schnirman

Seconded: Christina Frey

The Board voted unanimously in favor of the resolution.

Deborah Shanley noted that the intention is to apply for up to three new charters.

RESOLVED, the AF Bushwick Charter School Board of Trustees intends to apply for three new charters Kindergarten through 12<sup>th</sup> grade charters, serving one or more of the following Community School Districts ("CSD"): CSD 16, CSD 17, CSD 19, CSD 23, CSD 32.

Moved: Adrienne Loiseau

Seconded: Jack Schnirman

The Board voted unanimously in favor of the resolution.

RESOLVED, the AF Bushwick Board of Trustees approves withdrawing from Board discretionary reserves in the amount of \$234,438 to support the proposal provided by Chief Academic Officer Tracy Epp on Tuesday, May 27, 2014.

Moved: Christina Frey

Seconded: Jack Schnirman

Harris Ferrell abstained from the vote.

## **Financial Report**

Christina Frey noted that the schools are on budget with no difficulties anticipated.

RESOLVED, the AF Bushwick Board of Trustees approves the financial report as presented.

Moved: Jack Schnirman

Seconded: Adrienne Loiseau

The Board voted unanimously in favor of the resolution.

Christina Frey stated that on Tuesday, May 27 Board treasurers interviewed candidates to conduct the FY15 audit. After the interviews, treasurers recommended the approval of CohnReznick. Deborah Shanley noted that this was an open bidding process for the contract, and that CohnReznick is the firm AF contracts with for schools in Connecticut.

RESOLVED, the AF Bushwick Board of Trustees approves CohnReznick to conduct the FY14 audit.

Moved: Jack Schnirman

Seconded: Adrienne Loiseau

The Board voted unanimously in favor of the resolution.

RESOLVED, the AF Bushwick Board of Trustees approves the FY15 Budget as presented.

Moved: Adrienne Loiseau

Seconded: Jack Schnirman

The Board voted unanimously in favor of the resolution.

## **Adjourn**

The meeting was adjourned at 8:21pm by Deborah Shanley.

**Minutes taken by** Sheena Delgado, Team CIO Coordinator.



**Replication Proposal Transmittal Form**

**1. School Information**

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K, 1	180
Year 2	K, 1, 2	250
Year 3	K, 1, 2, 3, 5	456
Year 4	K, 1, 2, 3, 4, 5, 6	640
Year 5	K, 1, 2, 3, 4, 5, 6, 7	732

Proposed Opening Date  Proposed Charter Term

**2. Proposed Affiliations**

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

**3. Lead Applicant Contact Information**

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City  State  Zip Code

Office Phone #  Cell Phone #  E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

**Submit Completed Proposal to:**  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

**FOR OFFICIAL USE ONLY:** Received By:  Date Received



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Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

**3. Lead Applicant Contact Information**

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City  State  Zip Code

Office Phone #  Cell Phone #  E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

**Submit Completed Proposal to:**  
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41 State Street, Suite 700  
Albany, New York 12207  
Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

**FOR OFFICIAL USE ONLY:** Received By:  Date Received

## Application Summary Form

1. Charter School Education Corporation Name

Achievement First Bushwick Charter School

2. Charter School Name

Achievement First Charter School 10

3. Charter School Location

CSD 16, 17, 23 or 32

4. Anticipated Opening Date

August 15, 2015

5. Management Organization Name (if applicable)

Achievement First, Inc.

6. Other Partner Organization(s) (if applicable)

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	K, 1	180
Year 5	2019-2020	K, 1, 2, 3, 4, 5, 6, 7	732

8. Applicant(s)

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

X	Judith Jenkins	Judith Jenkins works as legal counsel for the New York City Housing Authority. Ms. Jenkins is a graduate of Boston University School of Law and Columbia University.
X	Matt Tartaglia	Matt Tartaglia is the President of Corr-Jensen. Prior to working with Corr-Jensen, he was a Director at Deloitte. He lives in Brooklyn with his family.
X	Dr. Lee Gause	Dr. Lee Gause is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program.
X	Lee Gelernt	Lee Gelernt has been an attorney with the American Civil Liberties Union since 1992 and works on immigration and national security issues.
X	Kelly Wachowicz	Kelly Wachowicz is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector.
X	The Honorable L. Priscilla Hall	The Honorable L. Priscilla Hall was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009.
X	Jonathan Atkeson	Jonathan Atkeson is the Managing Director, Private Equity for the Fortress Investment Group. He attended Yale Law School.
X	Gabriel Schwartz	Gabriel Schwartz is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. He lives in Brooklyn with his family.
X	Amy Arthur Samuels	Amy Arthur Samuels is a Vice President at JP Morgan Chase & Co. Ms. Samuels grew up in Brooklyn.
X	Claire Robinson	Claire Robinson recently retired from a highly successful career in the finance sector, most recently with Moody's Investors Service from 1998-2014.
X	Andy Hubbard	Andy Hubbard is a managing director with Credit Suisse. He received his BS from Princeton University.
X	Justin Cohen	Justin Cohen is currently an Investment Analyst with Prosirris Capital Management, a New York based investment fund.
X	Ambrose Wooden, Jr.	Ambrose Wooden, Jr. is currently a Vice President in the Equities Division at Goldman Sachs. Prior to joining Goldman Sachs, Ambrose graduated from the University of Notre Dame with a degree in Finance.

## 10. Overview of the Proposed Program

The mission of Achievement First (AF) Charter School 10 is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments, excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

In its first ten years of operation, the flagship Achievement First school, Amistad Academy, has proven that we can get 100% of our high school graduates into college. However, as the thousands of families of Achievement waiting lists can attest, rigorous, college preparatory options are not yet available to every family in Brooklyn. The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children, regardless of race or socio-economic status. Offering an achievement gap-closing K-12 public education, Achievement First Charter School 10 helps us deliver on this promise to families across Brooklyn.

The founders of Achievement First Charter School 10 are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Charter School 10 will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Charter School 10 to foster in our students the strength of character and the academic skills they will need to attain those dreams.

AF Charter School 10 will be in session for 192 days of the year from 7:30 am to 4:00 pm. Key Design Elements of the school model include:

- Unwavering focus on breakthrough student achievement
- Consistent, proven, standards-based curriculum
- Interim assessments & strategic use of performance data
- More time on task
- Principals with the power to lead
- Increased supervision of the quality of instruction
- Aggressive recruitment and development of talent
- Disciplined, achievement-oriented school culture
- Rigorous, high-quality, focused training for principals & leaders
- Parents and community as partners

At Achievement First Charter School 10, we are wholly committed to ensuring that our students gain the tools to be admitted to, excel in, and graduate from top colleges. Our academic program is based on the Common Core state standards in English Language Arts and mathematics, and on New York State and national standards in social studies and science. The curriculum will be driven by standards-based scope and sequences, and teachers will have access to high-quality curriculum resources and assessments, created by Achievement First Network Support staff, teachers across the network, and commercial publishers. We believe that by aligning each element of our academic program—curriculum, assessment, and instruction—to the most rigorous academic standards, we will prepare our students to get to and through competitive colleges and universities.

The management structure of AF Charter School 10 is designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

A leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator). Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

AF Charter School 10 will have a relationship with a Management Organization, Achievement First, Inc. Achievement First Charter School 10 will partner with Achievement First, Inc. to provide a range of essential services. The relationship between the school and Achievement First is codified in an Academic and Business Services Agreement (ABSA), which describes the roles and responsibilities of AF and the school and establishes the management fee that the schools pay to AF, which will allow the entire network to be sustainable on public funds. The term of the ABSA is five consecutive school years, but is renewable each year by the Board upon the evaluation of the services provided by AF, which include but are not limited to:

- Developing a curriculum and supporting the school's implementation of the curriculum
- Preparing a budget for recommendation to the Board of Trustees
- Recruiting the principal, teachers and administrators
- Professional development for teachers
- Training and evaluating the principal
- Facilitating the procurement of information technology equipment and services, and providing certain computer and information technology support to the school
- Managing the school's start-up process
- Fundraising
- Marketing and advocacy for the school

Achievement First will work with our partners in the NYC DOE Office of Portfolio Management to identify an appropriate facility in the CSD the school is placed in, either CSD 16, 17, 23 or 32. The network has accomplished this successfully with eight academies in New York City today, and based on preliminary conversations with the DOE we have full confidence that Achievement First Brooklyn Academy will also be able to access public space that meets all state education department requirements. The founding team is aware of the possibility that co-location policy may be impacted by a lawsuit or political changes. In the event that public space is not available, we will work with the Achievement First facilities team to identify private space available for lease.

## Application Summary Form

1. Charter School Education Corporation Name

Achievement First Bushwick Charter School

2. Charter School Name

Achievement First Charter School 11

3. Charter School Location

CSD 16, 17, 23 or 32

4. Anticipated Opening Date

August 15, 2016

5. Management Organization Name (if applicable)

Achievement First, Inc.

6. Other Partner Organization(s) (if applicable)

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2016-2017	K, 1	180
Year 5	2020-2021	K, 1, 2, 3, 4, 5, 6, 7	732

8. Applicant(s)

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Deborah Shanley	Dr. Deborah Shanley, Chair, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY .

X	Judith Jenkins	Judith Jenkins works as legal counsel for the New York City Housing Authority. Ms. Jenkins is a graduate of Boston University School of Law and Columbia University.
X	Matt Tartaglia	Matt Tartaglia is the President of Corr-Jensen. Prior to working with Corr-Jensen, he was a Director at Deloitte. He lives in Brooklyn with his family.
X	Dr. Lee Gause	Dr. Lee Gause is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program.
X	Lee Gelernt	Lee Gelernt has been an attorney with the American Civil Liberties Union since 1992 and works on immigration and national security issues.
X	Kelly Wachowicz	Kelly Wachowicz is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector.
X	The Honorable L. Priscilla Hall	The Honorable L. Priscilla Hall was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009.
X	Jonathan Atkeson	Jonathan Atkeson is the Managing Director, Private Equity for the Fortress Investment Group. He attended Yale Law School.
X	Gabriel Schwartz	Gabriel Schwartz is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. He lives in Brooklyn with his family.
X	Amy Arthur Samuels	Amy Arthur Samuels is a Vice President at JP Morgan Chase & Co. Ms. Samuels grew up in Brooklyn.
X	Claire Robinson	Claire Robinson recently retired from a highly successful career in the finance sector, most recently with Moody's Investors Service from 1998-2014.
X	Andy Hubbard	Andy Hubbard is a managing director with Credit Suisse. He received his BS from Princeton University.
X	Justin Cohen	Justin Cohen is currently an Investment Analyst with Prosirris Capital Management, a New York based investment fund.
X	Ambrose Wooden, Jr.	Ambrose Wooden, Jr. is currently an Vice President in the Equities Division at Goldman Sachs. Prior to joining Goldman Sachs, Ambrose graduated from the University of Notre Dame with a degree in Finance.

Add New Trustee

## 10. Overview of the Proposed Program

The mission of Achievement First (AF) Charter School 11 is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments,

excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

In its first ten years of operation, the flagship Achievement First school, Amistad Academy, has proven that we can get 100% of our high school graduates into college. However, as the thousands of families of Achievement waiting lists can attest, rigorous, college preparatory options are not yet available to every family in Brooklyn. The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children, regardless of race or socio-economic status. Offering an achievement gap-closing K-12 public education, Achievement First Charter School 11 helps us deliver on this promise to families across Brooklyn.

The founders of Achievement First Charter School 11 are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Charter School 11 will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Charter School 11 to foster in our students the strength of character and the academic skills they will need to attain those dreams.

AF Charter School 11 will be in session for 192 days of the year from 7:30 am to 4:00 pm. Key Design Elements of the school model include:

- Unwavering focus on breakthrough student achievement
- Consistent, proven, standards-based curriculum
- Interim assessments & strategic use of performance data
- More time on task
- Principals with the power to lead
- Increased supervision of the quality of instruction
- Aggressive recruitment and development of talent
- Disciplined, achievement-oriented school culture
- Rigorous, high-quality, focused training for principals & leaders
- Parents and community as partners

At Achievement First Charter School 11, we are wholly committed to ensuring that our students gain the tools to be admitted to, excel in, and graduate from top colleges. Our academic program is based on the Common Core state standards in English Language Arts and mathematics, and on New York State and national standards in social studies and science. The curriculum will be driven by standards-based scope and sequences, and teachers will have access to high-quality curriculum resources and assessments, created by Achievement First Network Support staff, teachers across the network, and commercial publishers. We believe that by aligning each element of our academic program—curriculum, assessment, and instruction—to the most rigorous academic standards, we will prepare our students to get to and through competitive colleges and universities.

The management structure of AF Charter School 11 is designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

A leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator).

Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

AF Charter School 11 will have a relationship with a Management Organization, Achievement First, Inc. Achievement First Charter School 11 will partner with Achievement First, Inc. to provide a range of essential services. The relationship between the school and Achievement First is codified in an Academic and Business Services Agreement (ABSA), which describes the roles and responsibilities of AF and the school and establishes the management fee that the schools pay to AF, which will allow the entire network to be sustainable on public funds. The term of the ABSA is five consecutive school years, but is renewable each year by the Board upon the evaluation of the services provided by AF, which include but are not limited to:

- Developing a curriculum and supporting the school's implementation of the curriculum
- Preparing a budget for recommendation to the Board of Trustees
- Recruiting the principal, teachers and administrators
- Professional development for teachers
- Training and evaluating the principal
- Facilitating the procurement of information technology equipment and services, and providing certain computer and information technology support to the school
- Managing the school's start-up process
- Fundraising
- Marketing and advocacy for the school

Achievement First will work with our partners in the NYC DOE Office of Portfolio Management to identify an appropriate facility in the CSD the school is placed in, either CSD 16, 17, 23 or 32. The network has accomplished this successfully with eight academies in New York City today, and based on preliminary conversations with the DOE we have full confidence that Achievement First Brooklyn Academy will also be able to access public space that meets all state education department requirements. The founding team is aware of the possibility that co-location policy may be impacted by a lawsuit or political changes. In the event that public space is not available, we will work with the Achievement First facilities team to identify private space available for lease.



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**INCORPORATION BY REFERENCE**

**Proposed school name:**

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**Education corporation name:**

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**Year education corporation was established:**

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**Has the name of this education corporation changed in the past?**

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**If yes, please provide past name(s) and**

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**Name(s)**




# Charter Schools Institute

State University of New York

## PERFORMANCE CHECKLIST FOR SUNY REPLICATORS

Achievement First Charter School 10 and Achievement First Charter School 11
Achievement First Bushwick Charter School
2007
No

date(s) below:

	Date(s)



**SUNY Charter Schools Institute Incorporation by Reference Checklist**

Achievement First Charter School 10 and Achievement First Charter School 11

	D			A(i)		A(ii)			C
	This response applies to:			Are you incorporating this response by reference?		Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	All Schools	Proposed School	N/A	Yes	No	Yes	No	N/A	
<b>Instructions (additional instructions are provided in Section C of the Replication RFP):</b>	Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.			If you are responding to the Request by incorporating another document, then please place an "X" in the "Yes" column; otherwise place an "X" in the "No" column.		Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.			Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.
1(x) - Sample Response	X			X			X		Renewal Application, Response D, Benchmark 1B, Use of Assessment Data
1(a-c) – Community Description, Need, Impact	All applicants must provide Responses to these Requests.								
2(a) – Mission and Vision	X			X			X		AF Brooklyn Academy Charter Proposal 2(a)
2(b) – Key Design Elements	X			X			X		AF Brooklyn Academy Charter Proposal 2(a)
2(c) – Accountability Plan	All applicants must provide a Response to this Request.								
3(a-c) – Proposal History	All applicants must provide Responses to these Requests.								
4 – School Enrollment	All applicants must provide a Response to this Request.								
5(a) – Curriculum and Selection Processes	X			X		X			AF Brooklyn Academy Charter Proposal 5(a)
5(b) – Assessment System	X			X		X			AF Brooklyn Academy Charter Proposal 5(b)
5(c) – Instructional Methods	X			X			X		AF Brooklyn Academy Charter Proposal 5(c)
5(d) – Course Overview	X			X			X		AF Brooklyn Academy Charter Proposal 5(d)
5(e) – Promotion and Graduation Policy	X			X			X		AF Brooklyn Academy Charter Proposal 5(e)
6(a-b) – Calendar and Schedules	All applicants must provide Responses to these Requests.								
7(a) – At-risk Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(a)
7(b) – Special Education Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(b)
7(c) – English Language Learners	X			X			X		AF Brooklyn Academy Charter Proposal 7(c)
7(d) – Advanced and/or Gifted Students	X			X			X		AF Brooklyn Academy Charter Proposal 7(d)
8(a) – Instructional Leadership Roles	X			X			X		AF Brooklyn Academy Charter Proposal 8 (a)
8(b) – On-going Teacher Supervision and Support	X			X			X		AF Brooklyn Academy Charter Proposal 8 (b)
8(c) – Professional Development	X			X			X		AF Brooklyn Academy Charter Proposal 8©
8(d) – Teacher Evaluation and Accountability	X			X			X		AF Brooklyn Academy Charter Proposal 8(d)
9(a) – School Culture and Discipline	X			X			X		AF Brooklyn Academy Charter Proposal 9(a)
9(b) – Discipline Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9(b)
9(c) - Special Education Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9 (c )
9(d) – Dress Code Policy	X			X			X		AF Brooklyn Academy Charter Proposal 9 (d)

**SUNY Charter Schools Institute Incorporation by Reference Checklist**

Achievement First Charter School 10 and Achievement First Charter School 11

	D			A(i)		A(ii)			C
	This response applies to:			Are you incorporating this response by reference?		Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	All Schools	Proposed School	N/A	Yes	No	Yes	No	N/A	
10 – Organization Chart	<i>All applicants must provide a Response to this Request.</i>								
11(a) – Staffing Chart and Rationale	<i>All applicants must provide a Response to this Request.</i>								
11(b) – Qualifications and Responsibilities	X			X			X		AF Brooklyn Academy Charter Proposal 11(b)
11(c) – School Leadership and Management Structure	<i>All applicants must provide a Response to this Request.</i>								
11(d) – Staff Recruitment and Retention	<i>All applicants must provide a Response to this Request.</i>								
11(e) – Personnel Policies	X			X			X		AF Brooklyn Academy Charter Proposal 11 €
12(a-b) – Partner Organizations	X			X			X		AF Brooklyn Academy Charter Proposal 12(a-b)
13(a) – Ed. Corp. Board Roles and Responsibilities	X				X			X	
13(b) – School Board Design	X				X			X	
13(c) – Current or Proposed BoT	<i>All applicants must provide a Response to this Request.</i>								
13(d) – Stakeholder Participation	X				X			X	
13(e) – By-laws	X			X					AF Brooklyn Academy Charter Proposal 13 ( e)
13(f) – Code of Ethics	X			X				X	AF Brooklyn Academy Charter Proposal 13 (f)
13(g) – Board Member Information	X				X			X	
14(a-c) – Community Relations	<i>All applicants must provide Responses to these Requests.</i>								
15(a-b) – Student Demand	<i>All applicants must provide Responses to these Requests.</i>								
15(c) – Evidence of Demand	<i>All applicants must provide a Response to this Request.</i>								
15(d) – Admissions Policy	X			X			X		AF Bushwick Admissions Policy Revision, Submitted March 2014
16(a-c) – Facilities	<i>All applicants must provide Responses to these Requests.</i>								
16(d) – Additional Facility Information	<i>All applicants must provide a Response to this Request.</i>								
17 – Food Services	<i>All applicants must provide a Response to this Request.</i>								
18 – Health Services	<i>All applicants must provide a Response to this Request.</i>								
19 - Transportation	<i>All applicants must provide a Response to this Request.</i>								
20 – Insurance	X			X			X		AF Brooklyn Academy Proposal Response 20
21 – Programmatic Audits	<i>All applicants must provide a Response to this Request.</i>								
22(a-c) – Budget, Financial Planning and Fiscal Audits	<i>All applicants must provide Responses to these Requests.</i>								
22(d) – Dissolution Procedures	X			X			X		AF Brooklyn Academy Proposal Response 22(d)
22(e) – Budget Template	<i>All applicants must provide a Response to this Request.</i>								
22(f) – Letters of Commitment	<i>All applicants must provide Responses to this Request.</i>								
23 – Action Plan (Optional)	Have you included an action plan?						X		
24(a-b) – Supplemental Information (Optional)	Have you included supplemental information?						X		



SUNY Charter Schools Institute Incorporation by Reference Checklist

B
Year of Source File
2013
2013
2013
2013
2013
2014
2013
2013

## 1. Community Need

### (a) Community Description and Need:

Provide an analysis of the community and target population for the school, including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicants' rationale for selecting the community;
- Performance of local schools in meeting the need; and
- How the proposed school provides a needed alternative for the proposed community.

Achievement First's decision to open two new K-8 schools (Charter 10 and 11) in one of the AF Brooklyn Academy neighborhoods of Brownsville (CSD 23), Bushwick (CSD 32), Crown Heights (CSD 17), or Bedford Stuyvesant (CSD 16) is driven by the overwhelming community demand for college preparatory public school options, a continued need for high quality education options as well as the Achievement First network's deep connection to most of these communities through current schools. More specifically, the decision to open schools in these neighborhoods aligns with AF's mission to provide educational opportunity to communities with the most need. AF is committed to expanding into neighborhoods where residents would otherwise not have access to a high quality education option. As the below information demonstrates, these neighborhoods would greatly benefit from having an AF Brooklyn Academy.

#### **Brownsville (CSD 23)**

The need for additional quality education options is particularly great in Brownsville, where Achievement First Brownsville Elementary and Middle Schools are located. Less than 10% of students were college ready in 2010-11<sup>1</sup> and only 9.1% of adults 25 and over hold a Bachelor's degree<sup>2</sup>. Brownsville is largely made up of Community School District 23 (CSD 23) and is a neighborhood plagued by poverty and violence. A recent New York Times article reported that in 2013 there were 72 shootings and 15 murders in an area spanning only two square miles. AF's school policy is to provide a clean and safe environment, which would add significant value for school age children in the area.

In the 2012-2013 school year, AF Brownsville Elementary was one of three elementary schools in the district to receive an A rating for academic performance. Of the 27 schools that received a progress report rating, 16 (or 60%) received a score of C or lower<sup>3</sup>.

On the 2013 New York state exam, a mere 12.6% of students in CSD 23 performed at or above proficiency on the ELA exam and 11.2% performed at or above proficiency on the Math exam. However, AF Brownsville Elementary greatly outperformed the district with 37.1% of scholars scoring at or above proficiency on both the ELA and Math exams<sup>4</sup>.

#### **Bushwick (CSD 32)**

Achievement First Bushwick Elementary and Middle Schools are located in Community School District 32 (CSD 32), another community facing a dramatic need for additional high quality public education

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<sup>1</sup> <http://issuu.com/studybrooklyn/docs/community-district-16-brooklyn-neighborhood-report>

<sup>2</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf)

<sup>3</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm#Citywide>

<sup>4</sup> <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

options. Largely made up of Community School District 32 (CSD 32), the population of Bushwick is predominantly Hispanic, with large Dominican and Puerto Rican populations. 62.1% of the population 5 years and over speak Spanish<sup>5</sup>. Only 14.7% of students were college ready in 2010-11<sup>6</sup> and only 10.2% of adults have attained a Bachelor's degree by age 25.

In the 2012-13 school year, AF Bushwick Elementary was one of two elementary schools in the district to receive an A rating on the DOE report card. Close to 50% of the schools in the district received a lower progress report score in 2012-13 than the previous year. Of the K-8 schools in CSD 32, 47% received a rating of C or lower.

On the New York 2013 state exam, 15.3% of students in CSD 32 performed at or above proficiency on the Math exam and 15.9% of students performed at or above proficiency on the ELA exam. There were three times as many AF Bushwick Elementary scholars (57%) that scored at or above proficiency on the Math exam and twice as many (30%) that scored at or above proficiency on the ELA exam.

### **Crown Heights (CSD 17)**

Community School District 17, where Achievement First Crown Heights Elementary and Middle Schools are located, would benefit from additional college preparatory focused schools. While the number of residents in CSD 17 who have received a Bachelor's degree is higher than other CSDs at 18.5%, there is still significant room for improvement. Only 5.8% of students were college ready in 2010-11<sup>7</sup>.

In the 2012-13 school year, only two elementary schools received an "A" progress report rating. Of the 36 schools that received a progress report rating, 19 (or 53%) received a score of C or lower. Well below a quarter of students in CSD 17 were proficient in ELA and Math on the New York state exam. 17.5% of students scored at or above proficiency on the Math exam and 17.1% scored at or above proficiency on the ELA exam. Among AF Crown Heights scholars, 29.3% were proficient in ELA and 42.2% were proficient in Math.

### **Bedford Stuyvesant (CSD 16)**

Bedford Stuyvesant, located in Community School District 16, would also benefit from a high quality public education option. Achievement First Endeavor Elementary and Middle Schools are located in CSD 16. Only 14.3% of students in CSD 16 were college ready in 2010-11<sup>8</sup>. Also, only 14.3% residents age 25 and over have received a Bachelor's degree.

In the 2012-13 school year, over half of the schools in CSD 16 (53%) received a progress report rating of C or lower. On the New York 2013 state exam, 12.6% of students in CSD 16 were proficient in Math and 13.3% were proficient in ELA. Scholars at AF Endeavor Middle School outperformed district scores, with 17.4% of scholars proficient in ELA and 42.1% proficient in Math.

There is no doubt that the community school districts 23, 32, 17, and 16 would benefit from the rigorous yet nurturing college preparatory environment that new Achievement First schools will offer. Our mission is to create educational opportunities for families that need them most: low income

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<sup>5</sup> [http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_07to09\\_acs.pdf](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf)

<sup>6</sup> <http://issuu.com/studybrooklyn/docs/community-district-4-brooklyn-neighborhood-report>

<sup>7</sup> <http://issuu.com/studybrooklyn/docs/community-district-8-brooklyn-neighborhood-report>

<sup>8</sup> <http://issuu.com/studybrooklyn/docs/community-district-3-brooklyn-neighborhood-report>

students, students who will be the first in their family to attend college, and students who speak a language other than English at home. We are confident that the new schools will prepare our scholars to achieve on levels comparable to those of their affluent peers while developing the character skills necessary to become successful professionals and community leaders. We believe the current success of Achievement First's students in these districts, where the majority of students face significant academic challenges, is a strong indicator of Achievement First's potential success if the Charter 10 and 11 application is approved.

**(b) Programmatic Impact**

Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter schools and private schools;
- Information demonstrating a thorough analysis of existing education options for the existing community and target population;
- Analysis of how the proposed school's enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools; and
- Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.

Within the Achievement First network, every school is encouraged to use the expertise and best practices proven successful at other AF schools. The staff and students of AF Charter 10 and 11 will know from day one that they are part of a larger effort and they will benefit greatly from sharing successes and challenges with their cousins at other schools.

Beyond the AF Network, the new schools are committed to creating a productive and collegial relationship with fellow public schools within the host Region and across the New York City system.

AF Charter 10 and 11 founders believe that the opportunity to share existing public school facilities with other New York City public schools creates a financial win-win for the district and AF; but far more significantly, it creates an environment for knowledge sharing and information exchange between new charter schools and existing schools. We believe that the opportunity in front of us is unprecedented, and as described further in Response 14(a) Achievement First has been a leader nationally in pioneering collaborations.

As it grows into a thriving educational community, the new schools plan to keep their doors open to the educators and families down the hall, down the block, and across the city. The staff at AF Charter 10 and 11 at Achievement First more broadly will be prepared to share what they are learning with fellow educators within the city. This potential for mutual growth and rich information exchange within new charter and existing host schools holds great promise for all students in New York, not just those at AF schools.

In CSD 23, 32, 17, 16, the charter will bring a much needed public school option to the districts by providing a no-excuses model, a mission of providing education that will prepare students to attend and graduate from top colleges. An emphasis on college attendance is not prevalent among many schools in this district. For example, of the schools that mention college in their mission statement, there are only

five in CSD 23, two in CSD 32, five in CSD 17 and eight in CSD 16. Please refer to Response 24(b) and Response 3 for additional support for opening two new schools in these neighborhoods.

**(C) Fiscal Impact**

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;

- Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the school district of location; and
- Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year

The impact is minimal on the district overall but a huge impact on the families who are enrolled.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	If applying for public space multiply per pupil funding by 20% (D x 0.20)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2015 – 2016	180	\$14,127	\$2,542,860	\$508,572	\$3,051,432	\$20,600,000,000	0.015%
2016 – 2017	430	\$14,627	\$6,289,610	\$1,257,922	\$7,547,532	\$20,600,000,000	0.037%
2017 – 2018	706	\$14,627	\$10,326,662	\$2,065,332	\$12,391,994	\$20,600,000,000	0.060%
2018 – 2019	1096	\$14,627	\$16,031,192	\$3,206,238	\$19,237,430	\$20,600,000,000	0.093%
2019 – 2020	1428	\$14,627	\$20,887,356	\$4,177,471	\$25,064,827	\$20,600,000,000	0.122%
2020-2021	1668	\$14,627	\$24,397,836	\$4,879,567	\$29,277,403	\$20,600,000,000	0.142%



## 2. Addressing the Need

### (c) 5% Districts

Achievement First Charter Schools 10, 11, and 12 will provide a significant educational benefit to the students who enroll. Given the limited supply of high performing, college preparatory schools in community school districts 16, 17, 23 and 32 (as summarized in the table in Response 24(b)), the educational benefits of the Achievement First model are particularly significant. These benefits include:

- A school environment that is safe (both emotionally and physically) and orderly so that students can focus on learning.
- A rigorous curriculum aligned to the Common Core State Standards and designed to ensure that students are competitive with the best schools in the country.
- Instruction that helps students master the complex content and advanced skills necessary for success in college and career.
- A school-wide focus on character development that helps students enhance the leadership skills necessary to become leaders in their communities.



## Achievement First Charter School 10

### Accountability Plan For the Accountability Period 2015-16 through 2019-20

#### ACADEMIC GOALS

##### **Goal I: English Language Arts**

**Goal:** All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

##### **Elementary/Middle School Measures:**

###### **Absolute Measures**

- Each year, 75 percent of all students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.
- Each year, the school's aggregate Performance Level Index (PLI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

###### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

###### **Growth Measures**

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

##### **Goal II: Mathematics**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

##### **Elementary and Middle School Measures:**

###### **Absolute Measures**

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



- Each year, the school's aggregate Performance Level Index (PLI) on the State math exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### **Growth Measures**

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

## **Goal III: Science**

**Goal:** Students will demonstrate proficiency in the understanding and application of scientific principles.

### **Elementary and Middle School Measures**

#### **Absolute Measures**

- Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination, and on the Earth Science Regents Exam, respectively.

#### **Comparative Measures**

- Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the same tested grades in the local school district.

## **Goal V: No Child Left Behind (NCLB)**

**Goal:** The school will make adequate yearly progress.

#### **Absolute Measure**

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.



## Achievement First Charter School 11

### Accountability Plan For the Accountability Period 2016-17 through 2020-21

#### ACADEMIC GOALS

##### **Goal I: English Language Arts**

**Goal:** All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

##### **Elementary/Middle School Measures:**

###### **Absolute Measures**

- Each year, 75 percent of all students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.
- Each year, the school's aggregate Performance Level Index (PLI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

###### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

###### **Growth Measures**

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

##### **Goal II: Mathematics**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

##### **Elementary and Middle School Measures:**

###### **Absolute Measures**

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



- Each year, the school's aggregate Performance Level Index (PLI) on the State math exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### **Growth Measures**

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

## **Goal III: Science**

**Goal:** Students will demonstrate proficiency in the understanding and application of scientific principles.

### **Elementary and Middle School Measures**

#### **Absolute Measures**

- Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination, and on the Earth Science Regents Exam, respectively.

#### **Comparative Measures**

- Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the same tested grades in the local school district.

## **Goal V: No Child Left Behind (NCLB)**

**Goal:** The school will make adequate yearly progress.

#### **Absolute Measure**

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

### 3. Proposal History

#### (a) Applicant Information

**Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.**

The Board of Trustees of Achievement First Bushwick Charter School is applying for these charters under the Achievement First Bushwick Charter School Education Corporation. The Board is led by Chair Deborah Shanley and is an experienced and effective governing body. The Board approved application for AF Charter 10 and 11 at the June 2, 2014, the minutes of which can be found in Response 24(b).

#### (b) Community Outreach

**Explain:**

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

Achievement First is motivated by the commitment to provide excellent schools that are rooted in the communities we serve, and meet the educational needs defined by members of the communities themselves. As a result, the network has invested in significant community outreach to develop and deepen partnerships designed to reach the families that need college preparatory options most, to inform our educational model based on the needs expressed by members of the community, and to provide additional services that will help prepare scholars for success in college and career.

A key component of community outreach for our charter applications has been a strong focus on parent and community participation in the charter application process. This has been an intentional decision driven by research in best practices in school-community engagement. Given the short timeline of the RFP window, low-engagement strategies for notification and feedback requests like flyering, paid advertising, and paid signature collection would have been significantly easier to execute. However, experts in school-community engagement and scholarly research are clear that these approaches are much less likely to lead to meaningful feedback, and that they do not establish a strong foundation for future collaboration and engagement.

As the Annenberg Institute on School Reform at Brown University argues, "While research has shown that parent and community participation are essential to school improvement (Henderson & Mapp 2002<sup>1</sup>), many schools, especially those in low-income and working-class communities, fall far short of

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<sup>1</sup> Henderson, Anne T., and Karen L. Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002." (2002).



meaningful engagement.”<sup>2</sup> The Annenberg Institute, which is nationally recognized for its research in community engagement, identifies the following best practices for meaningful community engagement, all of which we prioritized in our community outreach efforts for our charter applications:

- Door knocking in the surrounding neighborhoods
- Reaching out to parents, students and community members through after-school and neighborhood programs
- Reaching out to parent-teacher associations
- Organizing neighborhood walks to meet families
- Reaching out to young people through community based organizations

A key strategy employed to ensure significant community outreach and input on the new charter school applications was to work with 20 parent and scholar volunteers, recruited from parent leadership councils, student groups and other AF family organizations, to have thousands of face to face conversations with community members in neighborhoods where the proposed charters would be located. Importantly, the locations for these outreach efforts were chosen by community members (parents and scholars) as high traffic areas where a broad cross section of the community was likely to be present. While the most direct route to collecting signatures is to go to places where known supporters congregate (e.g. daycare centers that refer scholars to AF schools, gatherings of current AF families), this outreach effort prioritized locations that would provide a representative sample of the communities. While this strategy was labor intensive, volunteer Achievement First families and scholars wanted to invest in this approach as they felt it was the best way to both deeply spread the message of Achievement First’s intention to open additional charter schools *and* request meaningful feedback on the proposals from individuals who live, work and/or raise families in the communities where these new schools would operate.

Teams of volunteers conducted conversations that both informed community members about Achievement First’s intention to open new charter schools in their neighborhood and solicited feedback about Achievement First’s proposals. Achievement First family and scholar volunteers identified key locations and events in their communities - busy parks, train hubs, and summer festivals - to reach the most community members possible. These volunteers spent more than 50 hours in conversation with a tremendous cross section of stakeholders in central Brooklyn and spoke with more than 1,000 people total (note that 1,000 is a conservative estimate of total conversations, based on the 1,000+ signatures in support of the proposal. While support for the proposals was widespread, the total number of conversations was greater than 1000). The volunteer “street teams” that conducted outreach included Spanish speakers to ensure that families could get the message in the language they are most comfortable with. (See “Evidence of Outreach” table on Achievement First volunteer efforts in Response 3(c).

Achievement First also engaged community organizations—specifically chosen because each represents a broad cross-section of the communities we seek to serve—such as advocacy groups, day care centers, religious institutions and housing organizations to inform stakeholders about our proposals to open charters in central Brooklyn. Achievement First engaged key staff members at 29 community

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<sup>2</sup> “Getting Started in Education Organizing”  
[http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies\\_low.pdf](http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies_low.pdf), accessed 6/26/2014



organizations in face to face or over the phone conversations. Many of these organizations also serve individuals at risk of not having access to high quality education. Because these organizations are thriving and deeply rooted in these communities, they have strong relationships with their constituencies. If we were unable to speak directly with staff at these organizations, we sent a survey link and a questionnaire with information on our intention to open additional charter schools and a request for feedback and input. These conversations furthered our ability to reach as many stakeholders as possible by working through organizations connected to a significant number of community members. Additionally, conversations and written feedback helped us to collect important and helpful input and feedback on our charter applications.

Several of the community organizations that were contacted are publicly critical of charter schools. We engaged these organizations intentionally to seek out critical feedback to further improve our applications and relationships in the communities where our schools are currently located and may be located in the future. Collectively, these organizations have spread the word about Achievement First's intention to open new charter schools to many thousands of individuals. We look forward to continuing dialogue with these organizations to get their feedback and input from the constituencies they serve even as we move into school operation. See Response 3(c) for "Evidence of Outreach", which includes a list of organizations contacted, survey and questionnaire.

Achievement First also reached out to key government bodies and elected officials in communities where our new charters may be located. Similar to outreach to community organizations, our intention was to not only speak with key stakeholders for feedback on our proposals, in this case government officials, but to also widely spread the message of Achievement First's intention to open additional charter schools. We scheduled in person or over the phone conversations with 4 government officials. In these conversations, we specifically outlined Achievement First's intention to open additional charter schools in the community they represent and requested input and feedback on our proposal. For those we were not able to reach over the phone or in person, we sent an email outlining Achievement First's proposal to open additional charter schools and requesting feedback via online survey or questionnaire. In total, we reached out to 24 government officials who represent every person in Brooklyn where we intend to open our proposed charter schools. See "Evidence of Outreach" (Response 3(c) for a table of government officials contacted.

Finally, we issued a press release to local media outlets notifying them of the proposal, and explaining how to provide input (online survey, phone, or email). Additionally, we posted the press release and survey link on Achievement First's website. We have provided evidence of community outreach in Response 3(c). We received two responses to our online survey. The written response to the survey is included both in Response 3(c) and our incorporation of the feedback is included in the table below.

The feedback we received overwhelmingly focused on the following themes:

Feedback	How this feedback is reflected in the application
<p><b>Family Engagement:</b> Organizations like Hope Gardens Community Center, Good Shepherd Services, Advocates for Children of New York and Bedford Stuyvesant Community Partnership Program emphasized the importance of engaging parents as partners by making sure that parents are familiar with school choice during recruitment season, creating structures in schools to ensure parents have a strong voice and ability to lead and creating supports in schools so that parents have the ability to help their children succeed academically.</p>	<p>As a result of this feedback, and feedback from other key AF partners, Achievement First will create a Family Advisory Council in 2014-15 to support parents' ability to voice concerns emerging at their schools and connect with parents in their schools and across the AF network to create solutions. As well, Achievement First is shifting to a year round recruitment season, with the goal of informing as many community members about the option of Achievement First schools in their neighborhoods at every opportunity throughout the year. This feedback has led us to redouble our efforts to take our message directly to the community so that the families most in need of options are aware of AF and know how to apply.</p>
<p><b>Services for SPED and ELL students:</b> Advocates for Children of New York urged Achievement First to continue to improve services for SPED and ELL students, specifically thinking about questions like: Do schools have enough SPED teachers? Does AF have enough information about the ELL population in the community to anticipate ELL needs in schools?</p>	<p>One of the four "pillars" of the Achievement First Strategic Plan is to be an <i>Exemplar of both Excellence and Equity</i>. This was explicitly included to ensure that high academic performance is not enough – AF schools need to help ALL students, especially those who require additional support due to a disability, because they are not proficient in English, or simply because they are struggling academically or behaviorally. While the basic Response to Intervention program in the proposals has not changed significantly, Achievement First has redoubled its support to ensure that every principal, special services coordinator, special education teacher, ESL teacher, and general education classroom teacher has the supports and coaching they need to carry out the program with excellence, for ALL scholars.</p>

<p><b>Discipline and Suspension:</b> Good Shepherd Services, Advocates for Children, Bedford Stuyvesant Community Partnership Program and Brownsville Community Justice Center made suggestions around improving access to educational services for suspended scholars and strengthening supports for scholars and families struggling with behavior.</p>	<p>Strengthening school cultures has been a network-wide priority since 2012-13, and in the 2013-14 school year this commitment reduced suspensions by approximately one third. Again, the basic structures for school culture and discipline are not changing significantly, but the network has created two new full time positions to support schools to strengthen their positive school cultures so as to reduce reliance on consequences to maintain a learning-focused culture. There will be approximately 20 hours of additional training for school leaders and teachers over the course of the next school year to ensure that every adult has the skills necessary to establish joyful learning environments in every classroom and school. This includes ensuring that our tiered behavioral support model (parallel to the RTI framework) is carried out at the new schools so that every student receives the social emotional learning support s/he needs to excel, without the overuse of disciplinary tools.</p>
<p><b>Community Engagement:</b> Crown Heights Community Mediation Center shared that there was a sense among their colleagues in Crown Heights that Achievement First does not sufficiently incorporate community culture into the schools or classrooms.</p>	<p>Achievement First is committed to partnering with local community stakeholders including clergy members, elected officials and leaders to support the greater AF 10 and 11 Charter School communities. With the strong support of Board Chair Deborah Shanley, the Achievement First external relations team has been completely restructured with the explicit goal of deepening community engagement with our schools. We believe that the commitment to these relationships and the enhanced services from the network will translate into schools that are more deeply and meaningfully connected to the communities they are located in.</p>

<p><b>Co-location and relationships between charter schools and traditional public schools:</b>          Brooklyn Movement Center, Brooklyn Restoration Plaza, City Council Member Espinal and State Assembly Member Espinal stated that co-location of public schools in a single building, including buildings shared by charter public and traditional public schools, is a challenge that can become a distraction from teaching and learning. As well, these organizations and individuals believe that charter schools and traditional public schools should work together to share resources so that all schools can improve.</p>	<p>As a result of this feedback, we looked at the most successful co-locations of Achievement First schools, and built into this proposal the practices that have been most effective in establishing strong partnerships with co-located schools.</p>
<p><b>Diversity and Inclusiveness:</b> An anonymous respondent to our online survey responded “I would suggest more teachers of color so that there is some familiarity of cultural nuances.”</p>	<p>As a result of this feedback and ongoing organizational priorities, a major focus for Achievement First is the hiring and retention of staff members of color. In FY14, we increased the percentage of new teachers and school leaders identified as black, Latino or multiracial from 28 percent to 36 percent and, last year for the first time, we retained a higher percentage of our staff of color than our network average. The network has hired a full time Director of Diversity and Inclusiveness specifically to advance this priority at the school and network level.</p>

As we conducted conversations with individuals in communities where we are proposing new charters be located, we encountered a good deal of support for Achievement First’s intention to apply for additional charters. Initially we had communicated with community partners and stakeholders that we intended to apply for two charters. However, given the great amount of support we encountered during our outreach and the interest in Achievement First adding additional middle and high school options, we decided to apply for three charters rather than two to respond to this interest. After that decision was made, we communicated in our subsequent conversations that Achievement First was intending to apply for three charters in either CSDs 16, 17, 23 and 32. This change in number of charter applications due to strong community support during outreach efforts is reflected in several of the letters of support included in Response 14c-Evidence of Community Support, which indicate the support of two charters rather than three. We are confident that these organizations support the opening of three Achievement First charters.

## Summary of Community Notification & Outreach

In order to reach the broadest cross section of the communities that will be impacted by our proposed schools, we have reached out to elected officials, community based organizations, religious leaders, local government groups, daycare providers and other key community leaders. Achievement First parent and scholar volunteers have also reached out to hundreds of families as part of current efforts to engage people in their communities about Achievement First's interest in opening additional schools to provide a high quality education to more children.

### Government Officials

We notified the following **24** government officials, and requested a meeting with each to share our plan to open 3 charter schools and request feedback on our proposal.

NAME	DISTRICT	CSD COVERED	REQUESTED/HELD MEETING
Community Board Chair Tremaine Wright	CB 3	16	Requested
CEC Presiden Felicia Alexander	CEC 16	16	Requested
Community Board Chair Granville	CB 8	17	Requested
Community Board Chair Goldstein	CB 9	17	Requested
CEC President Nicole Job	CEC 17	17	Requested
State Senator John Sampson	District 19	23	Requested
CEC President Malanie Mendoca	CEC 23	23	Requested
Community Board Chair Kollock-Wallace	CB 16	23	Requested
City Council Member Inez Barron	District 42	23	Requested
State Assembly Member Martiza Davila (Chief of Staff)	District 53	32	Held, June 16, 2014
State Senator Martin Dilan	District 18	32	Requested
CEC President Victorina Lugo	CEC 32	32	Requested
Community Board Chair Julie Dent	CB 4	32	Requested

State Assembly Member Walter Mosley (Chief of Staff)	District 57	16, 17	Held, June 13, 2014
City Council Member Laurie Cumbo (Chief of Staff)	District 35	16, 17	Held, June 23, 2014
State Senator Velmanette Montgomery	District 25	16, 17	Requested
State Assembly Member Annette Robinson	District 56	16, 17	Requested
City Council Member Darlene Mealy	District 41	16, 17, 23	Requested
Governor Andrew Cuomo	State of NY	16, 17, 23, 32	Requested
Brooklyn Borough President Eric Adams	Borough of Brooklyn	16, 17, 23, 32	Requested
City Council Member Rafael Espinal (Chief of Staff)	District 37	23, 32	Held, June 13, 2014
State Assembly Member Kareem Camara	District 43		Requested
City Council Member Jumaane Williams	District 45		Requested
State Senator Bill Perkins	District 30		Requested

### Community Based Organizations

Across the communities that would be served by the new Achievement First schools, we reached out to **29** community based organizations to invite feedback on how our proposed school can best serve the community. We specifically targeted organizations that work with at-risk populations, so that we can make sure that community members who need excellent options most are aware of Achievement First. We focused heavily on face to face conversations with individuals. For those we have been unable to schedule face to face conversations with, we requested feedback through an online survey or written questionnaire.

NAME	ORGANIZATION	CSD COVERED	REQUESTED/HELD MEETING
Ronica Webb	Bed-Stuy CPP	16	Held, June 4, 2014
Digna Layne	Good Shepherd Services	16	Held, June 3, 2014

Elizabeth Best	CDSC	16	Requested
Michelle Etwaroo	Pratt Area Community Council	16	Held, June 16, 2014
Marty Forth	Bed-Stuy YMCA	16	Requested
Allen James	SOS Crown Heights	17	Requested
Kara Kohn	Brooklyn Children's Museum	17	Requested
Julie Taylor	Brownsville Community Justice Center	23	Held, June 10, 2014
Renee Muir, Carmen Worrell	Brownsville Multi Service Center	23	Held, June 16, 2014
Eva Gordon	East New York Community Coalition	23	Held, June 26, 2014
Rev. Leonard Hatter	The Greater Tabernacle Temple	23	Requested
Seidi Quinones	Hope Garden Center/Hispanic Family Services	32	Held, June 4, 2014
Mickey Ronan-Gross	ACE Integration Daycare Center	32	Held, June 12, 2014
Raul Rubio	Bushwick CPP	32	Held, June 28, 2014
Mildred Roque Tracey	New Life Early Learning	32	Requested
Kadijah Grant	NY Center for Childhood Development	32	Requested
	SCO Family of Services	32	Requested
Verna Ademu-John	Brooklyn Restoration Plaza	16, 17	Held, June 26, 2014

Anthonine Pierre, Mark Winston Griffith	Brooklyn Movement Center	16, 17	Held, June 24, 2014
Amy Ellenbogen & Kenton Kirby	Crown Heights Community Mediation Center	16, 17	Held, June 24, 2014
Tracey Barnett	Jumpstart	16, 17, 23	Held, June 10, 2014
Paulina Davis	Advocates for Children	16, 17, 23, 32	Held, June 9, 2014
Cecilia Clark	Brooklyn Community Foundation	16, 17, 23, 32	Requested
Carlo Scissura	Brooklyn Chamber of Commerce	16, 17, 23, 32	Requested
	Brooklyn Historical Society	16, 17, 23, 32	Requested
	Center for Economic and Social Rights	16, 17, 23, 32	Requested
	Children of the City	16, 17, 23, 32	Requested
Tonya Jenkins Griffin	Health Plus	16, 17, 23, 32	Requested
Shanee Ross	Brooklyn College Early Childhood Development Center	23, 32	Held, June 10, 2014

### Direct Community Outreach

Achievement First families and scholars from across our communities, excited about the opening of additional Achievement First schools to serve more children in Brooklyn, worked for more than **50 hours** as volunteers to hold conversations with individuals in CSDs 16, 17, 23 and 32 about AF and the opportunity for expansion. These families worked individually or in teams to participate in conversations in key hubs in their communities to share information about Achievement First and to engage in conversation about AF's intention to open three charter schools. Conversations took place in key community gathering points, such as parks, train stations and festivals. These conversations, which happened in English and Spanish



as needed, allowed parents and scholars to speak directly with other parents as well as community members about Achievement First and get direct feedback on Achievement First. This feedback was incorporated into the application.

LOCATION	CSD
Children's Corner Daycare Bedford Stuyvesant Block Park	16
Crown Heights Door Knocking	17
Penn Avenue Train Station Intersection of Pitkin and Saratoga	23
John Coker Daycare Center Brisboy Park Maria Hernandez Park Bushwick CPP Arts Fair	32

### Media Coverage

We reached out to media outlets through a press release. We also included information about our proposal, along with a link to our online survey requesting feedback, on the Achievement First website.

403 James Street  
New Haven, CT 06513  
203 773 3223



335 Adams Street, Suite 700  
Brooklyn NY 11201  
718 623 2660



Contact: Amanda Pinto; (203) 726-0168; [amandapinto@achievementfirst.org](mailto:amandapinto@achievementfirst.org)

## **ACHIEVEMENT FIRST PLANS TO OPEN NEW PUBLIC CHARTER SCHOOLS IN CENTRAL BROOKLYN**

*Proposed Schools Are in Response to Tremendous Demand for Seats at AF Schools*

JUNE 13, 2014 – BROOKLYN, N.Y. – Achievement First, a high-performing network of 25 non-profit, college-preparatory public charter schools in New York, Connecticut and Rhode Island, plans to open three new schools that would serve the communities of central Brooklyn. The proposal is in response to the overwhelming demand for seats in its schools and for more high-quality, college-preparatory public school choices in Brooklyn.

In its most recent student recruitment season, Achievement First garnered, on average, more than eight lottery enrollment forms for each open seat in its Brooklyn schools. According to the New York City Charter Center's 2013 Lottery Report, New York City public charter schools received an estimated 181,600 lottery enrollment forms for 18,600 available seats in that spring's lotteries. A majority of enrolling students live in Harlem, the South Bronx and central Brooklyn.

In response to this need, Achievement First will submit the new school proposal to the State University of New York (SUNY) Charter Schools Institute. If approved, the first of the three Achievement First schools will open in 2015-16 serving 184 students in kindergarten and first grade. It will serve 840 students in grades K-8 in its fifth year of operation. The second school would open in 2016-17 with 184 kindergarten and first-grade students, growing to 840 students in grades K-8 in its fifth year of operation. The third school would open in 2016-17 serving 96 fifth-grade students, and would serve 540 students in grades five through 12 in its fifth year of operation.

Achievement First is committed to serving all students, including English Language Learners and students who require special education services. Achievement First is deeply invested in building strong community partnerships and engaging community members as it opens new schools. Since community voices are vitally important in its planned growth, Achievement First invites local leaders and neighbors to meet with us and share feedback. A survey is also being circulated to gather highly valued community input about the expansion: <http://www.surveymonkey.com/s/AFCharterApplication>.

In its Brooklyn schools, Achievement First serves nearly 4,600 K-12 students from low-income communities in Crown Heights, Bushwick, East New York, Bedford-Stuyvesant and Brownsville. For two consecutive years, AF Bushwick received an A and scored in the top 15 percent of all city schools on the New York City Department of Education Progress Reports. The NYC DOE highlighted AF Bushwick as one of eight city schools with high-needs populations that excel at preparing students for college and careers. AF Bushwick earned special credit for making outstanding gains with special education students. In May, AF Brooklyn High's second graduating class carried on the school's tradition of 100 percent college acceptance.

### **About Achievement First**

Achievement First, a non-profit 501(c)3 organization, currently operates 25 K-12 public charter schools in Brooklyn, Connecticut and Rhode Island. The mission of Achievement First is to close the achievement gap and deliver on the promise of equal educational opportunity for all children, regardless of race, economic status or zip code. With its college-preparatory focus, the Achievement First approach is attaining breakthrough academic gains throughout its network of 25 public charter schools. In the 2013-14 academic year, Achievement First is educating more than 8,100 students in historically low-performing and underserved neighborhoods.

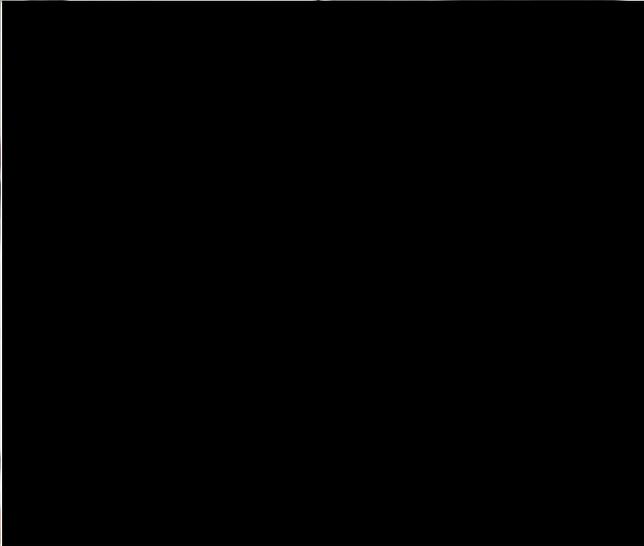
Achievement First's approach to teaching and learning enables every student to succeed at the highest levels. This involves:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks;
- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction;
- Creating a joyful school culture where it is "cool to be smart" that emphasizes character education and focuses students on college.

For more information, please visit [www.AchievementFirst.org](http://www.AchievementFirst.org).

Laws don't create equality,  
they merely open the door.  
It is education that creates  
equal opportunity. That is  
the goal at our schools.

WILLIAM BERKLEY  
Board Chair



### About Us

[History](#)

[Diversity](#)

[Board](#)

[Leadership Team](#)

### Achievement First Press Releases

[Achievement First Plans to Open New Public Charter  
Schools in Central Brooklyn](#)  
6/13/14

[Achievement First Announces Distinguished Teachers](#)



Publications Contacted About AF Brooklyn Academy  
Charter School Proposal

AM NY

AP

Brooklyn Community Access Television

Brooklyn Daily Eagle

Brooklyn Downtown Star/Queens Ledger

Brooklyn News 12

Brooklyn Paper

Brooklyn's Progress

Daily News

DNAinfo

East Hampton Independent

El Diario

El Especialito

GothamSchools (Now Known as Chalkbeat)

Hechinger Report

Impacto Latin News

Inside Schools

Metro New York

NBC 4

New York City News Service

New York Magazine

New York Post

NY1 News

NYS Public Radio Network

Reuters

SchoolBook

Talking Points Memo

The Daily Challenge

The Epoch Times

The Haitian Times

The Huffington Post

The New York Times

The Village Voice

The Wall Street Journal

Time Out New York KIDS

WABC-TV

WINS-AM

## Rhea Byer-Ettinger

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**Subject:** Parent Petition Training  
**Location:** Adams St Many Minds - RM408 (12-16 ppl); Dial in: 712-432-1549, Code: 4150#

**Start:** Thu 6/5/2014 6:30 PM  
**End:** Thu 6/5/2014 7:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

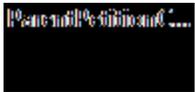
**Organizer:** Rhea Byer-Ettinger  
**Required Attendees:** Lucia Mattox; Angela Tucker  
**Optional Attendees:** [REDACTED]; Loiseau, Adrienne; Guerschmide Saint-Ange; Chastity Lord; Devyn Humphrey; Tony Siddall; [REDACTED]  
[REDACTED] Denise Ashley

**Resources:** Adams St Many Minds - RM408 (12-16 ppl)

Hello,

As part of our effort to submit high quality applications for new AF charters in Brooklyn, we are aiming to have a great showing of community outreach and support for these charters. We would like to collect as many petition signatures as possible in support of new AF charter schools and want to build these efforts around parent leaders.

At this meeting, we will work with parent leaders from across our neighborhoods in Brooklyn to identify venues for the collection of signatures and to identify other parent leaders to participate in this effort. The agenda and worksheet for the meeting are attached for your use during the meeting.



Please feel free to reach out with any questions.

Best,  
Rhea

## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** Friday, June 06, 2014 4:51 PM  
**To:** Rhea Byer-Ettinger  
**Cc:** Tony Siddall  
**Subject:** Achievement First to open new K-12 school in Central Brooklyn <Survey Response Requested by Friday, June 27>

Dear Achievement First Partner-

It is my pleasure to announce that Achievement First is planning to open two new K-12 charter public schools serving the communities of central Brooklyn. We are submitting a proposal for the new school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed schools will both open serving grades K and 1, one in 2015 and one in 2016. The schools will ultimately serve children in grades K-12.

As we develop the proposal for this new school the voices of community leaders are very important to us. I'm writing to invite you to discuss this proposal.

Achievement First is a non-profit network of public charter schools serving the communities of Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Together, our schools enroll over 4,800 students in Kindergarten through 12<sup>th</sup> grade. Our scholars are 98% Black & Latino, and a large majority come from low-income households. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. It is our mission to deliver on this promise of equal educational opportunity.

At AF Brooklyn High School in Crown Heights, each of the two graduating classes has earned a **100% college acceptance rate**, and the same is true for our flagship high school in New Haven, with a four year streak of 100% college acceptance. Our schools consistently rank in the top 15% on the New York City DOE Report Cards. This success has translated into tremendous demand from families, *with more than 6 applications for every open seat at an Achievement First school*. This new school is a response to the overwhelming demand for high quality, college preparatory public schools choices in Brooklyn.

Each of our schools is built on a foundation of excellent teachers, more time on task, rigorous curriculum, targeted help for students who need it, and a warm, demanding school culture. We know from experience, however, that every neighborhood has its own needs and resources, and that a cookie cutter approach won't get our scholars to college. This is why we're reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We welcome your input on Achievement First's interest in opening additional charter schools. Please pass along your feedback through our online survey: <https://www.surveymonkey.com/s/AFCharterApplication2014>

Thank you so much for your input.

Sincerely,  
Rhea

Rhea Byer-Ettinger  
Associate, External Relations  
Achievement First

**Education=Freedom**

[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** Wednesday, June 11, 2014 10:37 AM  
**To:** [REDACTED]  
**Subject:** Achievement First connecting with Brooklyn Restoration Plaza

Hello Ms. Adeum-John,

I hope this email finds you well.

I work for Achievement First, a great charter school network of 17 schools located in Crown Heights, Ft. Greene, Brownsville, Bushwick and East New York. You can find out more information about Achievement First [here](#).

I am on the External Relations team with Achievement First and am always working to develop relationships in Brooklyn, especially in neighborhoods where our schools are located. I am very interested in the work that you are doing with Brooklyn Restoration Plaza and with the Brooklyn Coalition Meetings. I'd love to learn more about you, your work, how you are thinking about Brooklyn and share a bit about myself and Achievement First as well. If you're available, I'd love to schedule 45 minutes for a face to face meeting.

Please let me know if you are interested and available. I am happy to work around your schedule.

I look forward to hearing from you.

All the best,  
Rhea

Rhea Byer-Ettinger  
*Associate, External Relations*  
Achievement First

335 Adams Street, Suite 700 | Brooklyn, NY 11201  
[REDACTED]

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[www.achievementfirst.org](http://www.achievementfirst.org)

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## Rhea Byer-Ettinger

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**Subject:** Brooklyn Restoration Plaza & Achievement First  
**Location:** 1360 Fulton Street, 4th Floor, Room 419

**Start:** Thu 6/26/2014 10:00 AM  
**End:** Thu 6/26/2014 10:45 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rhea Byer-Ettinger

**Required Attendees:** 

Hello Verna,

Thank you so much for your quick response. I will look forward to spending some time with you on Thursday, June 26 at 10AM.

Please let me know if your availability changes.

All the best,  
Rhea

## Community Leader Meeting

### DRAFT AGENDA

- 6:30PM Introductions: Who is the person we are meeting with, what is the organization involved in
- 6:45PM Achievement First's Application for New Charter Schools
- 7:00PM Reactions to and input on applications for new charter schools
- 7:15PM Next steps; opportunities work and think together
- 7:30PM End

## Rhea Byer-Ettinger

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**From:** Rhea Byer-Ettinger  
**Sent:** 2014 3:57 PM  
**To:** [REDACTED]  
**Subject:** Achievement First to open new K-12 schools in Central Brooklyn

Dear Community Board 3 Chair Kollock-Wallace,

It is my pleasure to announce that Achievement First is planning to open three new K-12 charter public schools serving the communities of central Brooklyn. We are submitting a proposal for the new schools to the State University of New York (SUNY) Charter Schools Institute. If approved, one of the proposed schools will open in 2015 serving grades K-1 and two will open in 2016, one serving K-1 and one serving 5<sup>th</sup> grade. The schools will ultimately serve children in grades K-12.

Achievement First is a non-profit network of public charter schools serving Crown Heights, Bushwick, East New York, Bedford-Stuyvesant, and Brownsville. Together, our schools enroll over 4,800 students in Kindergarten through 12<sup>th</sup> grade. Our scholars are 98% Black & Latino, and a large majority come from low-income households. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. It is our mission to deliver on this promise of equal educational opportunity.

At AF Brooklyn High School in Crown Heights, each of the two graduating classes has earned a **100% college acceptance rate**. Our schools consistently rank in the top 15% on the New York City DOE Report Cards. This success has translated into tremendous demand, *with more than 6 applications for every open seat at an Achievement First school*. These applications for new schools are a response to the overwhelming demand for high quality, college preparatory public schools choices in Brooklyn.

Each of our schools is built on a foundation of excellent teachers, more time on task, rigorous curriculum, targeted help for students who need it, and a warm, demanding school culture. We know from experience, however, that every neighborhood has its own needs and resources, and that a cookie cutter approach won't get our scholars to college. This is why we're reaching out now to explain our approach, and to get your input on how a new school can best serve Brooklyn communities. As we develop the proposal for the new schools, the voices of community leaders are very important to us.

We would very much welcome the opportunity to share more with you about our plans to expand and are flexible around the ways you prefer to provide input and feedback. Options include:

- Scheduling time with you to share more about Achievement First and our plans to expand and hear your feedback on the plan. We would also welcome the opportunity to learn more about your work.
- Your feedback and input on our proposals through this online survey (<https://www.surveymonkey.com/s/AFCharterApplication2014>)
- Your response to the questionnaire below, which you can return directly via a response email

We look forward to working to find a time to connect and find ways to work together!

Sincerely,  
Rhea

Rhea Byer-Ettinger  
Associate, External Relations  
Achievement First

**Education=Freedom**

[www.achievementfirst.org](http://www.achievementfirst.org)

Achievement First is always looking for great teachers and school leaders. If you are a smart, talented and dedicated educator who is passionate about helping urban students succeed in college and life, please visit [www.achievementfirst.org/career.html](http://www.achievementfirst.org/career.html) or contact [recruitment@achievementfirst.org](mailto:recruitment@achievementfirst.org).



**Request for Feedback and Input on the Proposed Charter Schools**

Achievement First’s approach to teaching and learning enables every student to succeed at the highest levels. Please respond with feedback, input or suggestions on any or all of the following key components of Achievement First’s proposed charters:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks

FEEDBACK:

- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction

FEEDBACK:

- Creating a joyful school culture where it is “cool to be smart” that emphasizes character education and focuses students on college.

FEEDBACK:

- Creating middle school and high schools programs that support students at risk of not graduating

FEEDBACK:

- What else do you think this community needs educationally, and how could this proposal help meet that need?

FEEDBACK:

- Based on what we've told you about the AF approach, do you have any questions, concerns, or other suggestions?

FEEDBACK:



### **Achievement First to Apply for Three New Charters**

Achievement First (AF), a high-performing network of 25 non-profit, college-preparatory public charter schools in New York, Connecticut and Rhode Island, plans to open three new schools that would serve the communities of central Brooklyn. The proposal is in response to the overwhelming demand for seats in its schools and for more high-quality, college-preparatory public school choices in Brooklyn.

In its Brooklyn schools, Achievement First:

- Serves nearly 4,600 K-12 students from low-income communities
- Has schools in Crown Heights, Bushwick, East New York, Bedford-Stuyvesant and Brownsville
- For two consecutive years, AF scored in the top 15 percent of all city schools on the New York City Department of Education Progress Reports
- The NYC DOE highlighted AF Bushwick as one of eight city schools with high-needs populations that excel at preparing students for college and careers
- In May, AF Brooklyn High's second graduating class carried on the school's tradition of 100 percent college acceptance
- In its most recent student recruitment season, Achievement First garnered, on average, more than eight lottery enrollment forms for each open seat in its Brooklyn schools.

In response to this great success and need, Achievement First will submit three new school proposals to the State University of New York (SUNY) Charter Schools Institute. If approved:

- The first of the three Achievement First schools will open in 2015-16 serving 184 students in kindergarten and first grade, growing to 840 students in grades K-8 in its 5<sup>th</sup> year of operation
- The second school would open in 2016-17 with 184 kindergarten and first-grade students, growing to 840 students in grades K-8 in its fifth year of operation
- The third school would open in 2016-17 serving 96 fifth-grade students, and would serve 540 students in grades five through 12 in its fifth year of operation
- The schools would open in either CSDs 16, 17, 23 or 32

Achievement First is committed to serving all students, including English Language Learners and students who require special education services. Achievement First is deeply invested in building strong community partnerships and engaging community members as it opens new schools. Since community voices are vitally important in its planned growth, Achievement First invites local leaders and neighbors to meet with us and share feedback.

## Questionnaire on the Proposed Charter Schools

Achievement First's approach to teaching and learning enables every student to succeed at the highest levels. Please respond with feedback, input or suggestions on any or all of the following key components of Achievement First's proposed charters:

- Providing students with more time on task and intense intervention when they are struggling so that no child falls through the cracks

FEEDBACK:

- Recruiting and developing successful teachers and school leaders and empowering them to use student data to strategically drive instruction

FEEDBACK:

- Creating a joyful school culture where it is "cool to be smart" that emphasizes character education and focuses students on college.

FEEDBACK:

- Creating middle school and high schools programs that support students at risk of not graduating

FEEDBACK:

- What else do you think this community needs educationally, and how could this proposal help meet that need?

FEEDBACK:

- Based on what we've told you about the AF approach, do you have any questions, concerns, or other suggestions?

FEEDBACK:

# Achievement First Charter Application Survey

Summary **Design Survey** Collect Responses Analyze Results

## Edit Survey

Preview Survey Send Survey »

To change the look of your survey, select a theme below.

Aqua Create Custom Theme

### TITLE & LOGO

Edit Title + Add Logo

Achievement First Charter Application Survey

+ Add Page

### PAGE 1

Edit Page Options Copy

## Achievement First Charter Application Survey

+ Add Question

Q1 Edit Question Move Copy Delete

### 1. In what part of Brooklyn do you reside?

In what neighborhood do you reside (i.e. Crown Heights, Bushwick, etc.)?

What is your zip code?

+ Add Question Split Page Here

Q2 Edit Question Add Question Logic Move Copy Delete

### 2. Do you have school-aged children?

No

Yes

+ Add Question Split Page Here

Q3 Edit Question Add Question Logic Move Copy Delete

### 3. Do you work with school-aged children?

Yes

No

+ Add Question ▼ Split Page Here

**Q4** Edit Question ▼ Add Question Logic Move Copy Delete

**4. Do you support the expansion of high quality free public charter schools, like Achievement First?**

No

Yes

Additional comments:

Empty text input box for additional comments.

+ Add Question ▼ Split Page Here

**Q5** Edit Question ▼ Move Copy Delete

**5. Please share any suggestions or requests for this proposal**

Empty text input box for suggestions or requests.

+ Add Question ▼

+ Add Page

Back to My Surveys

Preview Survey

Send Survey »

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Q5

Export ▾

## Please share any suggestions or requests for this proposal

Answered: 1 Skipped: 1

● Responses (1)

☁ Text Analysis

👤 My Categories

### PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

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Showing 1 response

I would suggest more teachers of color so that there is some familiarity of cultural nuances.

6/25/2014 12:57 PM [View respondent's answers](#)

## Notes from 1:1 meetings –Charter Applications Outreach, Summer 2014

*All organizations marked with asterisks (\*\*\*) are those offering their support for the Achievement First Charter Schools proposals*

<b>Name</b>	<b>Organization</b>	<b>CSD</b>	<b>Notes</b>
***Digna Layne	Good Shepherd Services	16	<ul style="list-style-type: none"> <li>• Digna Layne and Good Shepherd Services support Achievement First opening additional K-12 charters</li> <li>• Ms. Layne’s grandchild attended an AF school but ended up removing him in 3<sup>rd</sup> grade</li> <li>• Strongly believes that the AF and the charter school model in general is a great option for some kids and families</li> <li>• AF wasn’t a good fit for her family, because she wanted to partner more with the school on helping her grandchild succeed, but felt that the school was not open to a partnership</li> <li>• Since her grandchild is very active, she was asked to come into the school a lot to sit with her grandchild for extended periods of time and this isn’t feasible or sustainable for working parents.</li> </ul>
***Ronica Webb	Bedford Stuyvesant Community Partnership Program	16	<ul style="list-style-type: none"> <li>• Ronica Webb and Bedford Stuyvesant Community Partnership Program support Achievement First opening additional K-12 charters</li> <li>• Ms. Webb’s own daughter is in a charter school and while it is a good fit for the family, she realizes that it is not a one size fits all model. Aspects of the discipline policies, curriculum and being outcomes-driven may not work for everyone</li> <li>• Charter schools can better support their parents in supporting children with academics. Not everyone feels naturally equipped to do this, especially given the rigor in charter schools.</li> <li>• Charter schools can strike a better balance of empowering parents to advocate for their children while also being open to constructive criticism when there is room for growth (for the parent or the child)</li> </ul>
***Renee Muir & Carmen Worrell	Brownsville Multi Service Center	23	<ul style="list-style-type: none"> <li>• Renee Muir, Carmen Worrell and Brownsville Multi Service Center support Achievement First opening additional K-12 charters</li> <li>• Achievement First had extensive conversations with Brownsville Multi Service Center about AF’s schools and our intention to open three additional charters, both in person and over email.</li> <li>• When informed that Achievement First intends to apply for three additional K-12 charter schools, Ms. Muir responded “Congratulations! We look forward to continuing to work with you!”</li> </ul>

***Seidi Quinones	Hope Gardens Community Center	32	<ul style="list-style-type: none"> <li>• Seidi Quinones and Hope Gardens Community Center support Achievement First opening additional K-12 charters</li> <li>• Ms. Quinones thinks charter schools are a great idea as they create more options for parents in communities where they are located</li> <li>• There are services that charters provide that DOE schools don't</li> <li>• Parents need to be better informed of all the school options available, including charters</li> <li>• Hasn't heard much about charter school co-locations, aside the challenge of shared space at IS 291 (231 Palmetto St., where MESA Charter HS is co-located)</li> </ul>
***Mickey Ronan-Gross	ACE Integration Daycare Center	32	<ul style="list-style-type: none"> <li>• Mickey Ronan-Gross is supportive of Achievement First opening additional K-12 charters</li> <li>• Ms. Ronan-Gross was enthusiastic about Achievement First opening additional K-12 charters. Although her feedback was limited, she was interested in submitting a letter of support for the applications, which can be found in Response 14c.</li> </ul>
***Raul Rubio	Bushwick CPP	32	<ul style="list-style-type: none"> <li>• Raul Rubio and Bushwick CPP are supportive of Achievement First opening additional K-12 charters</li> <li>• Mr. Rubio was enthusiastic about Achievement First opening three additional K-12 charters. Although his feedback on the applications was limited, he did want to submit a letter of support, which can be found in Response 14c.</li> </ul>
***Tracey Barnett	Jumpstart	16, 17, 23	<ul style="list-style-type: none"> <li>• Tracey Barnett and Jumpstart are supportive of Achievement First opening additional K-12 charters</li> <li>• Tracey Barnett was very enthusiastic about Achievements First's intention to apply for three additional K-12 charters.</li> <li>• While she did not have specific feedback on the proposal, she did offer to submit a letter of support on behalf of Jumpstart, which is included in Response 14c.</li> </ul>
***Shanee Ross	Brooklyn College Early Childhood Development Center	23, 32	<ul style="list-style-type: none"> <li>• Shanee Ross was very enthusiastic about Achievement First's intention to apply for three additional K-12 charters.</li> <li>• Ms. Ross, who visited AF Brooklyn and University Prep High Schools in May, also offered that she hopes for additional AF high schools, as she would like for her son, who will be entering high school next year, to have access to an Achievement First high school</li> </ul>
***State Assembly Member Walter Mosley	District 57	16, 17	<ul style="list-style-type: none"> <li>• State Assembly Member Mosley is supportive of Achievement First opening additional K-12 charters</li> </ul>

***Eva Gordon	East New York CPP	23	<ul style="list-style-type: none"> <li>Eva Gordon and East New York CPP are supportive of Achievement First opening additional K-12 charters</li> <li>Ms. Gordon and her colleagues at East New York CPP did not have specific feedback on Achievement First's applications to open three new K-12 charters. They did, however, have several questions about Achievement First's expansion, which we were able to answer for them. They wanted additional information on who else was informed about Achievement First's applications for new charters and where possible schools would be located.</li> </ul>
Paulina Davis	Advocates for Children of New York		<ul style="list-style-type: none"> <li>Ms. Davis's work focuses on how charters serve children with special needs (in terms of support services and disciplinary practices)</li> <li>She stated that great education is not just getting students from underserved backgrounds in the door during recruitment season, but also really strengthening school supports for SPED and ELL students. She emphasized the importance of making sure students get what they need and share these successes during recruitment.</li> <li>Some key questions she asked were: Are there enough SPED teachers? Does AF have eyes on emerging immigrant populations to know what language services families need?</li> <li>AF should ensure that families can actually be heard beyond the PLC structure.</li> <li>In representing families in issues of access and equity in school, ensure students at AF have access to a full, alternative day of instruction if they are suspended. This is what students are entitled at DOE schools.</li> </ul>
Julie Taylor	Brownsville Community Justice Center		<ul style="list-style-type: none"> <li>In her work in Brownsville, Ms. Taylor sees young people are too often disconnected to the education system so creating more education options that can reengage them would be better. There is definitely a need for more resources in the community, implemented in a responsible way.</li> <li>Some of her clients who were in charter schools have been pushed out due to discipline policies so she is mindful that this may be a recurring issue if interventions are not in place</li> <li>She wasn't aware that Achievement First was already in Brownsville; she only knew of ROADS Charter</li> </ul>
Mark Winston Griffith & Anthonine Pierre	Brooklyn Movement Center		<ul style="list-style-type: none"> <li>Brooklyn Movement Center organizes parents at traditional public schools in CSDs 16 and 17 but have not branched out to charter schools yet</li> <li>Mr. Winston Griffith and Ms. Pierre do not have opposition to Achievement First potentially opening charter schools in CSDs 16 or 17</li> <li>Their main question about Achievement First's application for additional charter schools was if the schools would be co-located and what that process would look like</li> </ul>

Amy Ellenbogen	Crown Heights Community Mediation Center		<ul style="list-style-type: none"> <li>• Several of Ms. Ellenbogen’s colleagues visited Achievement First schools in Crown Heights and were very impressed. The center has partnered with Achievement First on three different occasions provide workshops to help students cope with violence</li> <li>• There is a sense that Achievement First focuses on its own school culture and does not incorporate community culture enough in to the classroom</li> </ul>
Verna Ademu-John	Brooklyn Restoration Plaza		<ul style="list-style-type: none"> <li>• Ms. Ademu-John Most concerned about the relationship between charter schools and traditional public schools in Brooklyn.</li> <li>• She would like to see resources shared between schools so that all schools can improve.</li> </ul>
City Council Member Rafael Espinal	District 37		<ul style="list-style-type: none"> <li>• Council Member Espinal is familiar with Achievement First as he has visited AF Apollo school, located in the same building where he went to junior high, and has been invited to several AF school events</li> <li>• He is interested in knowing where the new schools will be sited and sees successful co-location as a very important component of his ability to support the new charter schools</li> </ul>
State Assembly Member Martiza Davila	District 57		<ul style="list-style-type: none"> <li>• While the Assemblywoman is wary of co-locations, she is open to discussing these arrangements early in the expansion process</li> <li>• She encourages charter school leaders in co-located spaces to build relationships with other school leaders in the building and to the extent possible, share resources with the other schools.</li> </ul>
City Council Member Laurie Cumbo	District 35		<ul style="list-style-type: none"> <li>• Achievement First had multiple interactions with Council Member Cumbo’s office, specifically her Chief of Staff. She is fully aware that Achievement First intends to open three K-12 charter schools.</li> <li>• Council Member Cumbo’s office received the survey and request for feedback. Her Chief of Staff promised a response to the questionnaire. To date, we have not received it. However, we have a strong relationship with her office and expect the responses from her, which we will take into account as we plan for additional charters.</li> </ul>
Michelle Etwaroo	Pratt Area Community Council		<ul style="list-style-type: none"> <li>• Ms. Etwaroo was informed of Achievement First’s intention to apply for three K-12 charters. While she did not have specific feedback, she looks forward to continuing to partner with Achievement First.</li> </ul>

#### 4. School Enrollment

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school, including:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade; and
- Average number of students per class; and
- Place an asterisk (\*) next to the grades in which the school would enroll new students.

Achievement First Charter School 10 will open in the fall of 2015, initially serving Kindergarten and 1<sup>st</sup> grade students. Achievement First Charter School 11 will open in the fall of 2016, initially serving Kindergarten and 1<sup>st</sup> grade students. Students entering kindergarten must turn five years old on or before December 31 of the year in which they matriculate in kindergarten. The plan at capacity is to serve approximately 732 students in grades K through 8, and then to expand to high school. As each school grows it will be subdivided into distinct academies: elementary (K-4), middle (5-8), and high school (9-12). Enrollment in the first year will consist of 90 Kindergarten and 90 1<sup>st</sup> grade students. We anticipate there will be three sections of both Kindergarten and 1<sup>st</sup> grade with an average of 30 students per class (with two teachers per classroom). As our students progress from one grade to the next we expect there will be some natural attrition as students move away from the community, and we intend to fill all available seats to maintain consistent enrollment across grades and year to year. We believe deeply in the role of AF schools as exemplars in public education, and if we do not replace students who leave with new students from the community, we cannot truly say that we are serving the same population as our district peers. This policy will apply to all schools in the education corporation, including Achievement First Bushwick.

For the second year of the schools only, we will enroll 85 Kindergarten students and anticipate enrollment of 83 for 1<sup>st</sup> grade and 82 for 2<sup>nd</sup> grade, because of attrition from families leaving the neighborhood. In grades K-2, AF Charter Schools 10 and 11 will have three sections with an average of 30 students per class. Two teachers will be assigned to each classroom so the student/teacher ratio will be 15:1. Once students reach 3<sup>rd</sup> and 4<sup>th</sup> grade, there will no longer be two teachers per classroom (except for one CTT classroom per grade); however, there will be four sections of reading and math to allow for a lower average class size (23) for these core subjects. The total enrollment for each grade in the first five years is captured in the chart below.

#### Enrollment: AF Charter School 10

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans 2026-2027
*K	5	90	85	90	90	90	90
1	6	90	83	90	90	90	90
2	7		82	92	92	92	92
3	8			92	92	92	92

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans 2026-2027
4	9				92	92	92
5	10			92	92	92	92
6	11				92	92	92
7	12					92	92
8	13						92
9	14						59
10	15						55
11	16						51
12	17						47
Ungraded							
<b>Total Students</b>		180	250	456	640	732	1036
<b>Classes Per Grade</b>		3	3	3	3	3	3
<b>Average Number of Students Per Class</b>		31	30	29	28	27	27

### AF Charter School 11

Grades	Ages	Number of Students					
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	School Plans 2027-2028
*K	5	90	85	90	90	90	90
1	6	90	83	90	90	90	90
2	7		82	92	92	92	92
3	8			92	92	92	92
4	9				92	92	92
5	10			92	92	92	92
6	11				92	92	92
7	12					92	92
8	13						92
9	14						59
10	15						55
11	16						51
12	17						47
Ungraded							
<b>Total Students</b>		180	250	456	640	732	1036
<b>Classes Per Grade</b>		3	3	3	3	3	3
<b>Average Number of Students Per Class</b>		31	30	29	28	27	27

For existing charter school education corporations seeking authority to operate additional school(s), provide a separate additional charter and information including:



- Total number of students to be served by the education corporation in each grade (assuming the authority to operate the additional schools (s) is granted; and
- Total number of enrolled students attending schools of the education corporation for each year of the charter term of the new school (which may assume renewal of the existing school); and any differences in eligible or minimum age in the same grades between schools.

Enrollment at AF Charter Schools 10, 11, 12, AF Bushwick, and AF Linden will remain separate in grades K-8. We expect to apply for an expansion of grades to serve grades 8-12 at both of these schools, via the renewal process. The overall enrollment plan for the two charters under the AF Bushwick Education Corporation is shown in the table below:

### Enrollment: AF Bushwick Education Corporation

(AF Bushwick Charter School, AF Linden Academy Charter School, AF Charter Schools 10,11,12)

Grades	Ages	Number of Students						
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Year 6 2020-21	School Plans 2025-2026
K	5	270	360	360	360	360	360	636
1	6	270	360	360	360	360	360	636
2	7	184	276	368	368	368	368	640
3	8	92	184	276	368	368	368	640
4	9	92	92	184	276	368	368	641
5	10	184	184	276	460	460	460	460
6	11	92	184	184	276	460	460	460
7	12	92	92	184	184	276	460	460
8	13	92	92	92	184	184	276	276
9	14	56	173	176	176	176	176	176
10	15	52	52	164	164	164	164	164
11	16	51	48	51	152	152	152	152
12	17	31	47	47	47	140	140	140
Ungraded		270	360	360	360	360	360	636
<b>Total Students</b>		<b>1558</b>	<b>2144</b>	<b>2720</b>	<b>3373</b>	<b>3834</b>	<b>4110</b>	<b>5479</b>
Classes Per Grade		3	3	3	3	3	3	3
Average Number of Students Per Class		31	30	29	28	27	27	27

## 5. Curriculum and Instructional Design

### (a) Curriculum Selection and Processes

The 2014-15 school year will mark the fourth year of Achievement First's initiative to revamp its curriculum and instruction to meet the rigorous learning expectations embodied in the Common Core State Standards ("CCSS"). The first two years of this initiative are explained in the Curriculum & Instructional Design program incorporated by reference in this proposal. This response describes progress and learnings from the 2013-14 school year, as well as plans to complete the curriculum alignment in 2014-15.

Over the course of 2013-14, Achievement First has worked closely with national experts in each core content area to design standards-aligned curriculum resources that help teachers plan great lessons. These experts include:

- David Liben, Senior Content Specialist, Literacy and ELA, Student Achievement Partners (ELA)
- The Charles A. Dana Center (mathematics)
- BSCS (science)
- Tim Kiern, CollegeBoard advisor and California State University professor (social studies)
- The Achievement Network (math & ELA assessments)

The consensus among these and other experts is that currently there are limited proven national models for Common Core-aligned curriculum resources, and that one of the reasons for this is that good curriculum development is inherently an iterative, cyclical process rather than a linear one. Simply adapting existing textbooks to superficially align with the language of the CCSS does not reflect the magnitude of the shifts required by the Common Core. Achievement First's strategy in the second two years of our Common Core alignment initiative is dedicated to developing truly CCSS-aligned, teacher-friendly resources that help teachers engage intellectually with rigorous content while planning engaging lessons for scholars.

By the start of 2013-14, all ELA and math courses at Achievement First had Common Core-aligned materials, including scope & sequences, unit plans, and sample lesson plans, all shared on the BetterLesson platform. During 2013-14 (and continuing in 2014-15), these materials have been piloted across New York schools. Stipended teachers known as "Curriculum Fellows" (formerly "lead planners") have worked with network staff to refine and improve these materials based on the experience of using them, with the guidance of the experts listed above. The Curriculum Fellow model is designed to allow the curriculum development process to be agile and responsive to teacher needs. The Curriculum Fellow model is the evolution of the "shared planning" initiative described in the AF Brooklyn Academy charter proposal, and while it retains the same basic structure, the role and training of Curriculum Fellows has been expanded so that they not only produce materials, but also lead content-specific training at their schools and during network-wide professional development.

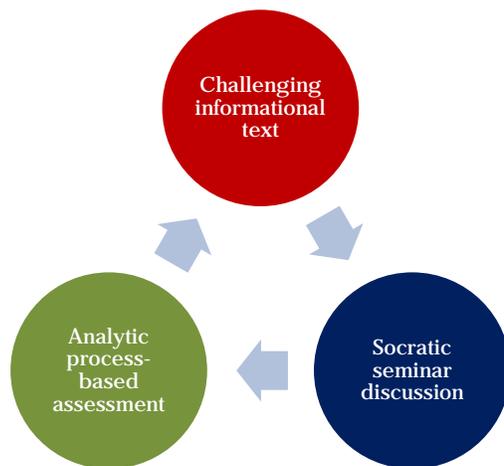
First and foremost, this strategy enables AF to focus on developing and supporting our best teachers to be dynamic curricular and instructional leaders. The Curriculum Fellow role places our best teachers at the forefront of learning about new standards and shifting instructional practices. This focus on curriculum development positions them to be instructional leaders for both the network and their

school sites. Building a strong cadre of curricular and instructional leaders enables AF to collaboratively build great instructional resources and to deliver intellectually-engaging training.

This system creates a seamless feedback cycle that includes national content experts, network level experts, and classroom teachers to continually improve curriculum resources. It uniquely positions AF to generate excellent, teacher-proven, Common-Core aligned curriculum that will ultimately be shared “open source” for any teacher in the country to access.

Middle school has been a particular area of focus in this process. While middle school achievement in math has historically been relatively strong, achievement in ELA has been far too low, which has been made even more clear through the Common Core transition. In addition to the core elements of the academic program that are incorporated by reference, there are two additional programs that are specifically designed to prepare middle school scholars for rigorous high schools and increasing achievement for at-risk adolescents.

First, in 2013-14 Achievement First middle schools piloted the a new approach to writing modeled on (and aligned to) the AF high school “process based assessment,” which is a systematic approach to developing analytical, evidence-based skills in reading, writing, and thinking. This approach, in which assessment and instruction are entirely integrated, is summarized in the diagram below.



In this cycle, students read challenging informational texts, and then explore these texts in Socratic seminar discussion. Having explored new content through the text and pushed their thinking in structured discussion with peers, scholars complete analytical essays to make evidence-based arguments about the subject matter. The middle schools will use the AF Analytical Writing Rubric, which is vertically aligned from grades 5-12, based on reviews of student writing from the top public and private high schools in the country, College Board materials, and AP exam rubrics. It is designed to norm expectations across all middle school teachers for the level of rigor necessary to compete with succeed in rigorous high schools. The rubric assesses student writing on the complexity and logic of argumentation, the use of evidence, the quality of language, and the scholar’s process of revision and



publishing. Students complete a process-based assessment cycle every three weeks in history and literature, and the evaluation of their analytical essay guides their learning goals for the next cycle.

Second, our middle schoolers will participate in the First Generation Initiative (“FGI”), a mentoring program designed to support students who are the first in their family to go to college. We estimate that approximately 85% of our students will be first generation college students, and research shows that lowered educational expectations for these students begin as early as middle school,<sup>1</sup> and that they often need additional support to get to and through college. FGI is spearheaded by Achievement First Chief External Officer Chastity Lord, creator of National Proof Point Day (a celebration of first generation college students and graduates) and former regional Vice President for the Posse Foundation (a noted college persistence organization). FGI recruits mentors, who are themselves first generation college graduates, to work with small groups of students to strengthen the character traits necessary to succeed in college and college-preparatory high schools. In addition to building relationships and serving as role models (both of which are research-supported practices for building resilience in young people), the FGI mentors accompany first generation AF students on college and workplace visits. The FGI mentors, as adults who are neither parents or teachers, are uniquely able to help students make connections between the high expectations of Achievement First middle schools and the long term life goals the students hope to achieve. The mentors’ life stories serve as invaluable inspirations and models for adolescents to take responsibility for their own learning and personal trajectory.

(b) Assessment System

In the Achievement First model, assessment is deeply integrated with curriculum and instruction, which means that the much of the curriculum design process described above also applies to the continuing refinement of Interim Assessments (“IAs”). Because the PARCC assessments have not yet been implemented in New York or field tested, there are no clear national models for Common-Core aligned formative assessments. Achievement First is partnering with The Achievement Network (“ANet”), a leading creator of formative assessments, to jointly refine and improve ANet’s assessments in ELA and math. This partnership allows AF experts to inform ANet assessments from a curriculum and instruction lens (specifically, ensuring that assessment items are providing teachers with actionable diagnostic information about student performance relative to Common Core standards), while ANet focuses on the technical aspects of assessment development. Informed by the curriculum feedback cycle described above, this assessment development model has positioned Achievement First to continue its national leadership in data-driven instruction and curriculum.

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<sup>1</sup> Balemian, K. and J. Feng (2013) “First Generation Students: College Aspirations, Preparedness and Challenges.” Presentation from the July 19, 2013 College Board AP Annual Conference. Accessed electronically July 1, 2014. <https://research.collegeboard.org/sites/default/files/publications/2013/8/presentation-apac-2013-first-generation-college-aspirations-preparedness-challenges.pdf>

## 6. Calendar and Schedules

### (a) School Calendar

Provide the following

- The first and last day of school for the opening school year.
- The total full days of instruction for the school year.
- The total days and/or hours of professional development for teachers.
- The total family conference days for the school year.
- The total days of supplementary programming (e.g. summer school).

The academic school year at Achievement First Charter 10 will begin on August 17, 2015, and run through June 19, 2016. Achievement First Charter 11 will begin on August 17, 2016, and run through June 23, 2017. While our school calendar shares nearly all vacations and holidays with the New York City Public Schools, because of our early start, we have at least 185 instructional days. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them. Based on the number of students who need additional support, the school will decide annually whether or not to hold summer school.

All new teachers will report to school in July for two weeks of teacher training. In total, we provide 28 paid professional development days over the course of the year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. The school's academic year is divided in three trimesters. Parents receive progress reports mid-way through each trimester and report cards at the conclusion of each trimester and have three opportunities to participate in family conference days throughout the year (12 hours). A sample school calendar for 2014-15 is included below indicating key milestones over the course of the year, and the 2015-16 and 2016-17 calendars will use the same model. The total number of instructional days, as well as the total number of days teachers are required to attend, are summarized in the table below.

Days-of-School Counts		
Month	Student	Teacher
July	0	10
August	12	20
September	18	18
October	20	22
November	17	18
December	15	16
January	20	21
February	14	15
March	20	21
April	16	17
May	21	21
June	13	18
<b>TOTAL</b>	<b>186</b>	<b>207</b>

**2014-15 School Year Calendar:**

**AUGUST**

**20** First day of school (possible orientation day); half-day with afternoon PD

**21** First day of school for all scholars Beg. Trim. 1

**SEPTEMBER**

**1** Labor Day (No school for scholars)

**2-19** BOY DRP Window

**25- 26** Rosh Hashannah (FYI)

**OCTOBER**

**3** Day of Practice #1 NY

**6-21** BOY MPG Testing

**13** Columbus Day (No school for scholars)

**14-17** IA #1 Testing Window

**22** 100% Data Upload (IA, Baseline & Cycle 1 F&P/STEP, BOY MPG)

**23** Midpoint Trimester 1

**27** Data Day #1

**NOVEMBER**

**4** Election Day (FYI), Progress Report Night (Half day for scholars)

**11** Veterans Day (FYI)

**17** Day of Practice #2 NY

**26** Early Dismissal for scholars; End Trim. 1/Beg. Trim. 2

**27- 28** Thanksgiving Break

**DECEMBER**

**1-3** MOY DRP Window

**2-5** IA #2 Testing Window

**10** 100% Data Upload (IA, Cycle 2 F&P/STEP)

**15** Data Day #2

**22- 31** Winter Break (No school for scholars)

**JANUARY**

**1 - 2** Winter Break (No school for scholars)

**12 - 16** MOY STAR Assessment Window

**19** Martin Luther King Jr. Day (No school for scholars)

**23** Midpoint Trimester 2

**30** Day of Practice #3 NY

**FEBRUARY**

**2-13** MOY MPG Testing Window

**6-7** School Leader Summit

**10-13** IA #3 Testing Window

**16** Presidents Day (No school for scholars)

**17-20** February Break (no school for scholars)

**25** 100% Data Upload (IA, Cycle 3 F&P/STEP, MOY MPG)

**27-28** School Leader Summit Make-up Date

**MARCH**

**2** Data Day #3 (Weather Makeup Day)

**6** End Trimester 2/Beginning Trimester 3

**12** Progress Report Night (Half day for scholars)

**16** Day of Practice #4 NY (Weather Makeup Day)

**APRIL**

**1** 100% Cycle 4 F&P/STEP Data Upload\*

**3** Good Friday (No school for scholars)

**6-10** Spring Break (No school for scholars)

**14- 16** NYS ELA Test - Grades 3-8

**22- 24** NYS Math - Grades 3-8

**MAY**

**1** Midpoint Trimester 3

**14- 15** Principal Retreat

**20- 29** NYS Science - Grade 4 & 8 Performance

**25** Memorial Day (No school for scholars)

**26-29** EOY MPG Testing

**JUNE**

**1** NYS Science - Grade 4 & 8 Performance

**1-5** EOY MPG Testing; EOY DRP Testing

**8** School site PD (Weather Makeup Day)

**1-12** EOY Testing Window

**16** 100% Data Upload (EOY Assessment, F&P/STEP, EOY DRP, EOY MPG)

**19** Last Day of School for scholars (early dismissal)

**19** End Trimester 3

**22** School Wrap-Up Day (Weather Makeup Day)

**(b) School Schedule**

Provide the following:

- The school start and end times.
- The total hours of core academic instruction per day.
- Time committed to non-instructional activities per day.
- Include the total number of instructional days and/or hours for the school year.

The school day for the new schools will run from 7:30 a.m. to 4:00 p.m. Monday through Thursday. On Friday, the school day for students will end at 1:50 PM to allow teachers adequate time for collaborative planning and professional development. Teachers have additional collaborative planning time during lunch and specials periods. Teachers use collaborative planning time for multiple purposes. These include reviewing student work together, reviewing assessment results to determine reading groups, norming of behavioral expectations and planning school culture builders, and collaborative unit planning. Grade team leaders set the agenda for collaborative planning meetings with significant input from academic deans and deans of students. The extended school day and year provide a significant number of additional hours of instruction during each school year. Moreover, our intensive focus around literacy and mathematics will ensure that our students have the very strong fundamental skills necessary to tackle challenging, higher level material. The following schedules show an emphasis on the core ELA (reading and writing), math, science, and social studies. The school is committed to having all students meet and exceed rigorous standards in these areas. In addition, the school is committed to providing rich instruction in the arts, health, career development, and languages other than English.

This proposed schedule is based on the schedules that at AF Aspire Charter School, AF Crown Heights Charter School, AF East New York Charter School, AF Endeavor Charter School, AF Bushwick Charter School, AF Brownsville Charter School, and AF Apollo Charter School. Using these six schools as examples, we have found that abbreviated Friday schedule is essential to our model. Because we clearly outline the daily schedules and requirements of parents during our application period, family chats, and one-on-one conversations with parents, we have found that the abbreviated Fridays can be accommodated by our families. At existing Achievement First academies, parents have been very satisfied with our program, and have worked to make alternate arrangements to accommodate the daily school schedule, including the shortened Friday schedule.

**Elementary (K-4) Core Instructional Time**

	Average Daily Instructional Hours	Total Instructional Hours per Week
English Language Arts	3	12.8
Math	1.25	5.8
Science	.75	4
Social Studies	.75	4
Specials	.75	4

**Middle (5-8) Core Instructional Time**

	Average Daily Instructional Hours	Total Instructional Hours per Week
English Language Arts	3	14.1
Math	1.7	7.5
Science	.75	4
Social Studies	.75	4
Specials	.75	4

On the following pages you will find schedules for our proposed elementary and middle school academies, for both students and teachers.

## Sample Elementary Schedule

**KEY:**

Teacher A	Teacher B
Intern	Specials Teacher

	Student Schedule				Teacher Schedule
7:15-7:40	Break / AM DEAR	Intervention		AM help (hallways)	breakfast / AM DEAR
7:40-7:55	AM Routine / Msg	Homework Check			AM Routine / Msg
7:55-8:10	Vocabulary				Vocabulary
8:10-8:57	Core Reading Program / Skills or 2nd Hist/Sci	Core Reading Program / Skills or 2nd Hist/Sci		Help with Reading Blocks	Core Reading Program / Skills
8:57 - 9:44	Guided Reading	Individual Reading	Computers (and ind. Work)	Help with Reading Blocks	Guided Reading
9:44 - 9:56	Snack	Snack		Bathrooms	Snack
9:56-10:43	Reading Class	Computers (and individual Work)	Guided Reading	Help with Reading Blocks	Guided Reading
10:43 - 11:30	Computers (and individual Work)	Reading Class	Reading Class	Help with Reading Blocks	Reading Class
11:30 - 11:45	Spelling / Handwriting				Prep
11:45 - 11:50	Transition	Transition			Transition
11:50-12:32	Lunch / Cooperative Play	Lunch / Cooperative Play			Prep
12:32 - 12:37	Transition	Transition			Transition
12:37 - 1:24	2nd History / Science	History / Science			Prep
1:24-1:47	Math Meetin	Math Meeting			Math Meeting
1:47-2:34	Math	Math			Math
2:34 - 3:21	Grammar / Writing	2nd Grammar / Writing			Grammar / Writing
3:21 - 3:56	Specials		Intervention		Prep
3:56-4:05	Pack / End of Day Message	Pack/ End of Day Message			Pack/ End of Day Message
4:05-4:10	Dismissal	Dismissal			Dismissal

## Sample Middle School Schedule

**Key:**

Reading Teacher
Math Teacher
Science Teacher
History Teacher
Learning Specialist
Intern
Specials Teacher

	Student Schedule	(additional help)	Teacher Schedule
7:15 - 7:40	Breakfast, Key Messages (and bathroom)		Prep
7:40 - 7:45	Transition to Class		Transition
7:45 - 8:33	Reading	CTT or SETSS	Read
8:33 - 8:35	Transition to Class		Transition
8:35-9:23	Reading	CTT or SETSS	Read
9:23-9:33	BREAK / Key Messages (and bathrooms)		Break
9:33-9:35	Transition to Class		Transition
9:35-10:23	Specials (and bathroom)	Intervention	Prep
10:23-10:25	Transition to Class		Prep
10:25-11:13	Science	Mathematics	Prep
11:13-11:18	Transition to Lunch		Prep
11:18-11:43	LUNCH (and bathroom)		Prep
11:43-11:48	Transition from Lunch to Class		Prep
11:48-12:36	History	2nd History	Intervention
12:36-12:38	Transition to Class		Transition
12:38-1:26	Writing	CTT or SETSS	Prep
1:26-1:28	Transition to Class		Prep
1:28-2:06	Book Club	Fluency Intervention	Intervention
2:06-2:08	Transition to Class		Transition
2:08-3:06	Math	2nd Math	Read
3:06-3:08	Transition to Class		Transition
3:08-3:56	Math	2nd Math	Read
3:56-4:05	Pack up & Dismissal		Transition
4:05-4:48	After-School (Interv, Enrich, Study Hall)	Intervention	Prep
4:48-5:03	Dismissal / Transition to Detention		Prep
5:00-5:43	Detention		Prep
5:43-5:48	Detention Dismissal		Prep



As these schedules illustrate, the teaching day includes substantial time for planning and collaboration, which we believe are essential ingredients for excellent instruction. The Friday afternoon professional development time, from 2pm to 5pm, ensures that all teachers have sufficient time for training, data analysis, grade and department meetings, and planning, and collaboration on a weekly basis. Reflecting our core value that "Teachers are Platinum," AF Charter School 10 and 11 teachers will have minimal duties outside their core teaching responsibilities, so that they can invest their extremely valuable time in academic preparation.

## 10. Organizational Chart

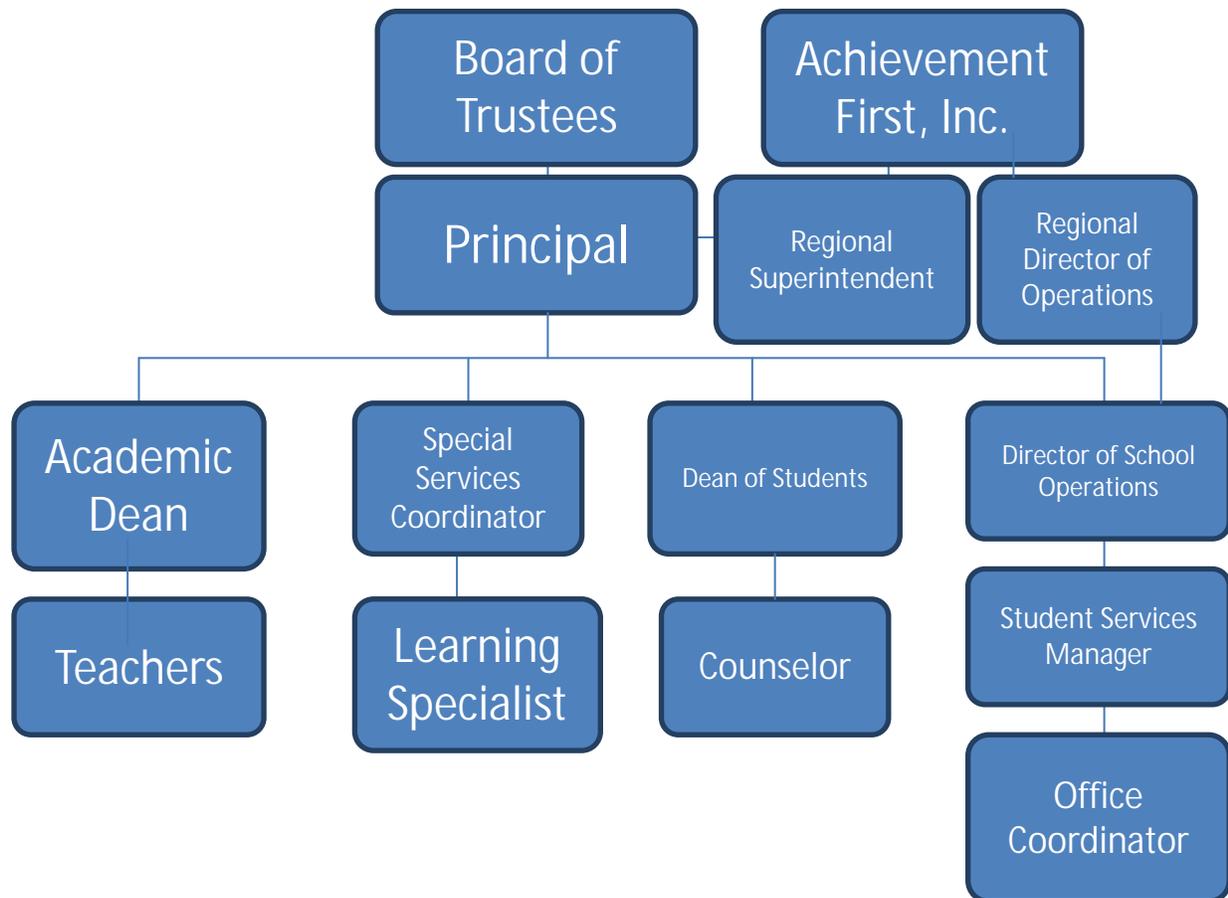
Provide an organizational chart for the individual school for at least the first and fifth years of operation and a narrative description of the charts.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should not duplicate the information in the Staffing Chart narrative, immediately below.

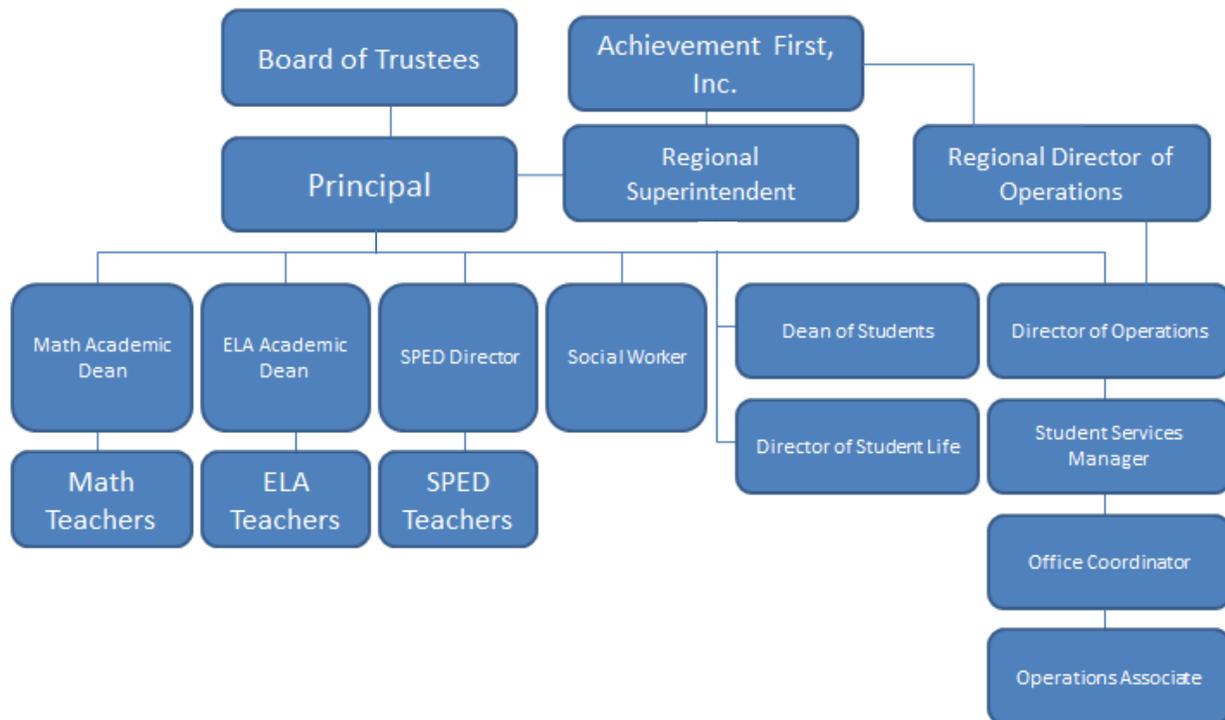
### Achievement First Brooklyn Academy Organizational Chart (each academy)

The following organizational charts show the structure and reporting lines within each academy for the first and fifth year of operation. Each academy will function largely as its own school. Because the elementary, middle, and high school academies will constitute a single feeder pattern, the principals will work closely together to ensure the vertical articulation of the academic program, and the coherence of school culture and other systems.

#### YEAR ONE ORGANIZATIONAL CHART



### YEAR FIVE ORGANIZATIONAL CHART



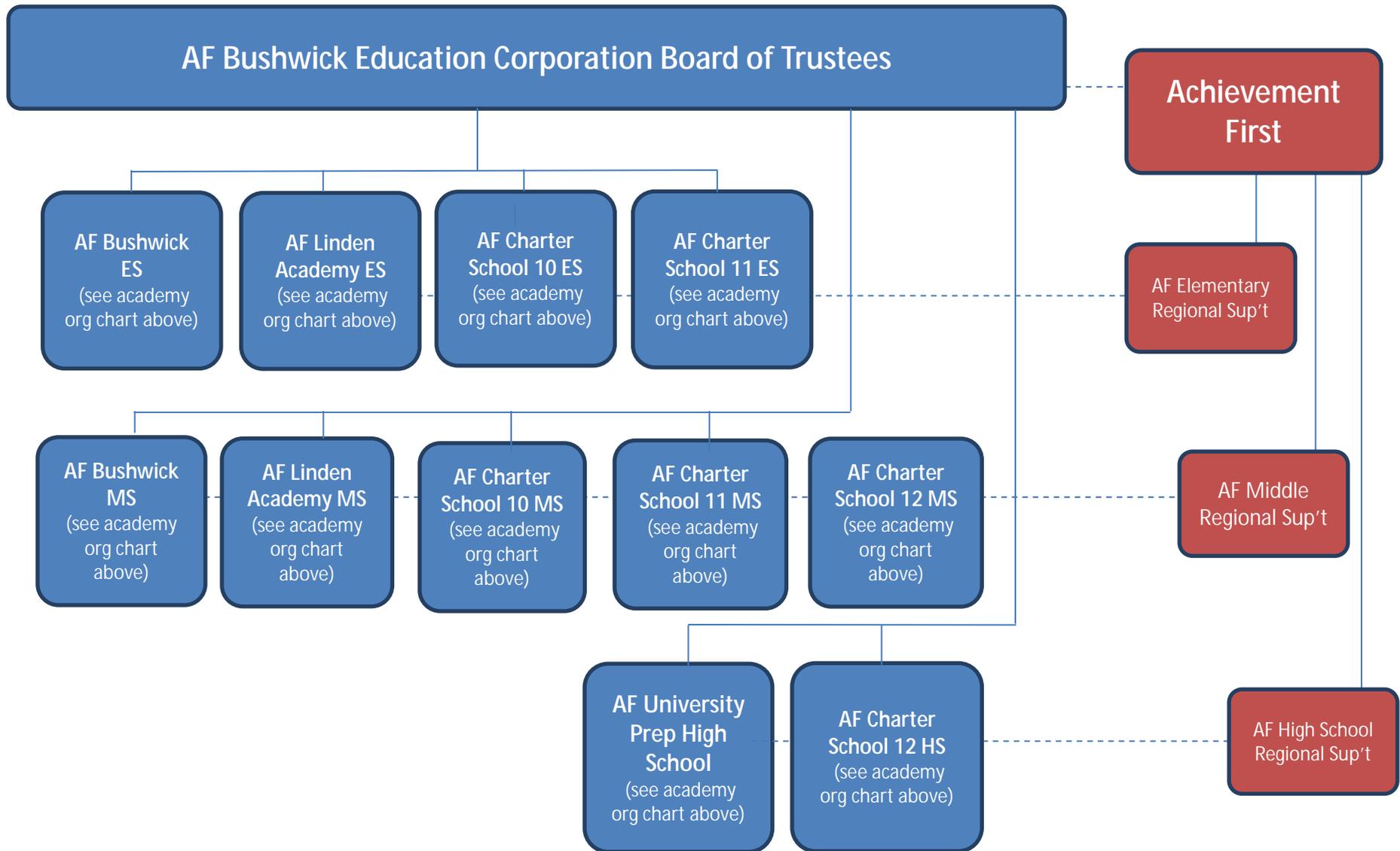
The organizational charts have been designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The same basic organizational structure will apply to both the middle and the elementary academies. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

In Year One, leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator). Teachers, including grade level chairs, will report to the academic dean. The principal, in close consultation with the academic dean, will have final hiring and firing authority for teachers. The director of school operations is supervised on a day-to-day basis by the principal, who also retains final hiring and firing authority. The DSO has a dual-reporting relationship to an Achievement First regional director of operations, and is responsible to this regional director for network-wide shared practices, like those related to data, facilities management, procurement, and financial reporting.

This organizational structure is designed to allow individuals to specialize in what they do best. The Board reviews the principal based on a comprehensive, expert evaluation written by the regional superintendent. This structure allows the Board to focus on evaluating results and vetting the rigor of the process carried out by the regional superintendent, while avoiding inappropriate involvement with day-to-day managerial details. It also ensures that the principal is able to access day-to-day support and guidance. All operations functions are supervised by the director of school operations, allowing the principal and deans to focus on the academic program. The DSO is able to participate as a member of the school leadership team, while accessing support from the network regarding operational issues. Experience across the Achievement First network has shown that this structure, by clearly delineating the supports and accountabilities for each position, leads to the highest functioning schools.

### **Charter Corporation Organizational Chart**

The organizational chart below shows the relationship of the academies under the Board of Trustees. While the principals are ultimately accountable to the Board of Trustees, day to day supervision of the principals and the execution of the annual review will be carried out by Achievement First regional superintendents (two for elementary, two for middle). This structure ensures: 1) Clear day-to-day lines of accountability, with principals reporting to and being coached by Achievement First regional superintendents; 2) Clear accountability of Achievement First to the Board of Trustees, via Regional Superintendent reports to the Boards; 3) A clear division between governance (focused on outcomes, policy, and strategy) and management (day-to-day execution of the academic program and school operations). As described further in Response 13, this structure has been designed in close collaboration between the Board and Achievement First specifically to clarify and reinforce lines of accountability. Ultimately, the Board contracts with Achievement First to provide a set of supports and services that deliver a set of ambitious student outcomes. This structure ensures management autonomy within the parameters set by the Board, while positioning the Board to evaluate the effectiveness of the management services provided by Achievement First.



## 11. Personnel

### (a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

Staffing Chart: AF Charter 10 and 11					
	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	K- 1	K-2	K-3,5	K-6	K-7
<b>Enrollment:</b>	180	250	456	640	732
<b>Position</b>					
Principal	1	1	2	2	2
Deans, Directors and Coordinators	2	3	5	6	6
Operation/Business Manager	1	1	1	1	2
Administrative Staff	2	3	3	3	4
Teachers-Regular	12	18	24	28	34
Teachers-SPED	2	3	4	6	8
Specialty Teachers	1	2	3	3	4
Aides	2	3	4	5	6
Therapists and Counselors	1	1	2	2	2
<b>Total</b>	24	35	48	56	68

The staffing plan for Achievement First Charter 10 and 11 is designed to ensure that scholars receive the level of excellent instruction, in every classroom every day, required to get them to and through college. In grades K-2, all classrooms will have two teachers, allowing the flexibility to differentiate instruction and provide interventions to help students read at grade level by the time they enter 3<sup>rd</sup> grade. The academic leadership team at each academy is structured to ensure that teachers have the support they need to provide excellent instruction and interventions: the principal is responsible for the overall vision and strategic guidance for the academic program and school culture, allowing the academic deans to focus on high quality execution. Similarly, the dean of students is responsible for the execution and refinement of school culture and behavior systems. In year three of operation, a second academic dean will be added at each academy to ensure that instructional leadership responsibilities can be effectively distributed. The school operations team is designed to take all non-academic tasks off the plates of the principal and deans, so that they can dedicate their full time and energy to the supporting an excellent academic program. The overall staffing structure for the education corporation, including AF Bushwick Charter School, is detailed in the table below.

Staffing Chart: AF Bushwick Education Corporation						
	Number in Position					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grades Served:</b>	K-12	K-12	K-12	K-12	K-12	K-12
<b>Enrollment:</b>	1,558	2,144	2,720	3,373	3,834	3926
<b>Position</b>						
Principal	6	8	11	11	11	11
Deans, Directors and Coordinators	21	29	43	48	50	50
Operation/Business Manager	6	8	11	11	11	11
Administrative Staff	16	21	29	33	36	36
Teachers-Regular	124	163	275	319	346	348
Teachers-SPED	22	29	35	42	50	52
Specialty Teachers	10	16	20	20	20	20
Interns, Aides,	20	27	41	46	50	50
Therapists and Counselors	11	15	21	24	24	24
<b>Total</b>	<b>236</b>	<b>316</b>	<b>486</b>	<b>554</b>	<b>598</b>	<b>602</b>

(C) School Leadership and Management Structure

**Priority Setting and Decision Making**

We believe that in order to be successful getting every scholar to and through college, the Achievement First Charter 10 and 11 principals will need both the power to lead and the power of the network. Within the parameters set by exceedingly clear outcomes, principals must have the autonomy to make decisions that best serve their unique student populations and best leverage the strengths of their teams. At the same time, principals must adhere to a set of shared practices that allow every school to derive the most benefit from network resources. As a part of the Achievement First network, school leaders have extensive exemplars and guiding documents to help design crucial systems, and have the opportunity to directly share practices with each other at school leader summits.

Priorities at Achievement First Charter 10 and 11 will be driven by the clear and measurable targets in the AF Report Card. These targets include grade and subject level targets across subjects (designed to meet and exceed accountability plan goals), culture and character indicators, financial targets, and operational metrics. Starting with baseline data, the principals will set three-year goals for gap-closing performance and organizational excellence, as measured by the AF Report Card. Each summer, the leadership teams from each academy will work closely with their respective regional superintendents to set three to five annual priorities, accompanied by specific tactics and owners for each tactic. For example, a principal might prioritize a 10-point increase in grade 5 ELA proficiency, and define tactics like “establish culture of daily homework redo on writing tasks” and “double up on weekly coaching for 5<sup>th</sup> grade teachers.”

These priorities then drive goal setting and tactics for grade level and subject areas, led by academic deans and grade team leaders. The priorities also drive the creation of “readiness plans” which drive

high quality execution of core school systems. The expectations for what these systems need to deliver are the same across the network, but how the systems are designed and executed will be determined by each school's leadership team (provided that the systems are clearly defined and documented in detail). Readiness plans cover the following areas:

- **School Culture** (e.g. student investment plan & calendar, family agreements & family engagement plan, after school enrollment plan, etc.)
- **Reading** (e.g. reading program overview, clear goals and supports for total amount of time spend reading, rubrics that define the "Fundamentals of Instruction," August reading training plan, etc.)
- **Academic Program** (e.g. grading expectations & plan for norming across teachers, lesson & unit planning expectations, etc.)
- **Teacher Development** (e.g. August training sequence of aims & agenda, coaching plan, PD calendar, new teacher support program)
- **Intervention & Special Education** (e.g. intervention programs & clearly defined triggers, special education program design, etc.)
- **Strong Management** (e.g. clearly defined roles & responsibilities, learning plans for deans, check-in protocols, weekly memo format & process)

Planning on this scale is made possible by extensive resource sharing and coaching from regional superintendents, and because the annual calendar begins the planning process for the upcoming year in early spring. The experience across Achievement First schools has been that this investment in planning and system building is well worth it. With clearly defined priorities and thoroughly planned systems, decision making and execution becomes much more efficient, especially when unexpected situations present themselves.

### **Relationship with Achievement First Network Support Staff**

Achievement First network support has been designed from the ground up to provide the supports and services necessary to help Achievement First schools to get every student to and through college. The specific services provided and responsibilities of Achievement First are detailed in Response 14(a). Per the Academic & Business Services Agreement, the Board delegates the day-to-day supervision of the principal to an Achievement First Regional Superintendent, who serves as coach, thought partner, and evaluator (in partnership with the Board) for the principal. A similar relationship exists between the director of school operations and the regional director of operations (RDO). The RDO co-manages the DSO (with the school principal), and serves as a coach and problem-solver. All other Achievement First Network Support staff provide services to the schools that are designed to help leaders and teachers focus on excellence in teaching and learning. These include direct academic services, like curriculum development and targeted trainings, and back office supports like compliance assistance, financial oversight, and facilities support. Each Network Support team is evaluated twice annually on the value of the services it provides to schools, and on the effectiveness of its communication with schools about these services.

### **Evaluation**

Formal evaluations of school leaders are carried out through the Professional Growth Plan (PGP) process, which is designed both to capture progress toward measurable goals and establish concrete learning plans to continually improve performance. The PGP for the principal is completed by the regional superintendent, and then reviewed and accepted by the Board of Trustees. The principal completes a PGP for each member of the leadership team. The school leader PGP is organized according to the leadership competencies described above, and includes both a self-evaluation and a manager evaluation portion. These evaluations draw on quantitative and qualitative data from:

- Student achievement results
- Survey of direct reports & peers (360° survey)
- External evaluations (e.g. authorizer reports)
- Observation days with manager
- Informal review
- Document review (e.g. Family Handbook, readiness plans, PD agendas, data analysis samples)

The PGP process begins in January, and is completed in March when the regional superintendents present the evaluation and learning plan to a Board subcommittee. A completed PGP is typically 20-30 pages long, and provides extremely detailed feedback along with actionable steps for continued professional growth. The significant time & energy we invest in the PGP process is a reflection of the importance we place on the continuing pursuit of excellence in leadership.

#### (d) Staff Recruitment, Retention and Input

### Principals

Great teaching is the single biggest in-school factor that drives student learning and achievement<sup>1</sup>. We believe that the best way to support, develop, and retain great teachers is with excellent leadership. The Board recognizes that the right founding principal is essential to the success of a new school, and for this reason has scrutinized Achievement First's leadership development practices and principal pipeline to ensure that multiple excellent candidates are available. There are two drivers of the need for enhanced principal preparation: first, as a growing network, Achievement First faces the challenges posed by a nationwide shortage of principal candidates with the skills and mindsets necessary to lead breakthrough student achievement<sup>2</sup>. Additionally, in recent years not all Achievement First successor principals—those who are hired to lead an existing school—have remained in their roles for five years, which is the minimum requested commitment for new principals. As a result, the need for successor principals has been greater than anticipated. To meet these parallel challenges, Achievement First has refined its leadership development practices to ensure that it is able to hire and develop the excellent principals necessary to lead gap-closing schools. Broadly, these strategies fall into two overlapping categories: expanding the pipeline, and strengthening succession.

#### *Expanding the Pipeline*

A strong principal pipeline begins in the classroom with excellent teachers, and then supports these teachers to develop, over the course of several years, the leadership and management skills necessary

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<sup>1</sup> Hanushek, Eric. "The Economic Value of Higher Teacher Quality." *Economics of Education Review* 30.3 (2011): 466-479.

<sup>2</sup> New Leaders for New Schools. "Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnaround." 2009. *New Leaders for New Schools*. 26 6 2012 <[http://www.newleaders.org/wp-content/uploads/2011/08/principal\\_effectiveness\\_executive\\_summary\\_nlns.pdf](http://www.newleaders.org/wp-content/uploads/2011/08/principal_effectiveness_executive_summary_nlns.pdf)>.

to be a successful Achievement First principal. AF has established a broad base of future school leaders candidates through its Teacher Leadership Fellows program. These Fellows are full time classroom teachers who participate in a yearlong cohort training process designed to prepare them to take increased leadership. The Fellows reflect on and “workshop” leadership dilemmas together, and carry out leadership projects at their schools. **There are 137 current or alumni Leadership Fellows in the network.** Of these:

- 42 have become deans
- 9 have become principals
- 4 have become network support directors
- 5 will be new deans in the 2013-14 school year.

Additionally, 21 Leadership Fellows have earned the status of Stage IV Distinguished Teachers, the highest rating currently possible in the AF Teacher Career Pathway. This designation indicates demonstrated, measurable excellence in student academic outcomes, instructional practice, contribution to team, and student and family engagement. Many Stage IV teachers will go on to become Master Teachers, staying in the classroom, but many will also become academic deans.

The Teacher Leadership Fellows program is designed to increase the number of high performing deans, and also the pool of excellent Principal in Residence (PIR) candidates. The PIR program is at the heart of the leadership pipeline. This program selects high performing deans from both within and outside the network for two years of intensive leadership immersion and training. This program is designed to develop the following leadership competencies, which are expanded upon in the diagram entitled AF School Leader Success Factors:

- Instructional Expertise & Leadership
- School Culture & Character Development
- Talent Leadership
- Vision & Inspiration
- Management
- Personal Effectiveness
- Core Values Alignment

Phase I of the residency (the first year) is driven by an individual learning plan for each PIR, which is developed based on the candidate’s self-evaluation, input from supervisors, and data from peer surveys. Over the course of the year, Principals in Residence pursue their individual learning goals through mentoring from current principals, one-on-one coaching from the Achievement First director of leadership development, cohort workshops, and visits to high performing schools. In addition, PIRs carry out targeted leadership projects to improve specific components of their current school, while practicing skills identified in their learning plans. A sample plan for a leadership project is included below.

<b>Project:</b> <u>Reading Content Knowledge</u> <b>Targeted Leadership Essential(s):</b> <ul style="list-style-type: none"> <li>• Content Knowledge</li> <li>• Coaching to mastery</li> <li>• Unit and Lesson Planning</li> </ul>			
Aspiration	Specific Learning Goals for Phase 1	Action steps	Benchmarks and Outcomes
<p>Because literacy is so central to our mission, I need to acquire strong foundational knowledge of our reading curriculum and instruction. I eventually need to be able to oversee our reading program and give meaningful (and credible!) feedback to our reading teachers.</p>	<ul style="list-style-type: none"> <li>• Build credibility with literacy team by investing in my knowledge of reading instruction</li> <li>• Develop sufficient base of knowledge about reading instructional strategies, planning, and school's reading program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach multiple cycles of reading SGI</li> <li>• Own a student book club group</li> <li>• Participate in monthly ELA book club with other PIRs</li> <li>• Coach 1 ELA teacher (focus on lesson planning, daily data analysis of exit ticket,</li> <li>• Biweekly co-observation with our ELA academic dean</li> <li>• Participate in ELA PD offerings from Team T&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>• My SGI and book club students IA growth (specific #s to be set based on GL average)</li> <li>• Coachee's IA growth will match or exceed network average</li> <li>• Learning Plan completion with my coachee (at least 3 this year)</li> <li>• My ability to ID ELA big rocks will improve (by end of year, ELA dean and I will independently ID the same things)</li> </ul>

**There are currently 21 Principals-in-Residence.** Three of these are committed to lead schools in 2014. This means there are 18 PIRs for six total planned school openings in 2014-15 and 2015-16.

Achievement First will continue to expand the pipeline, both to increase the “buffer” of principals available for projected openings in the next two years, and also to build the pipeline for 2017-18 and beyond. In addition to continuing the effective internal recruiting strategies described above, Achievement First has a recruiter focused specifically on school leader recruitment outside of the network. This means that there will be two full time recruiters in addition to the vice president of recruitment focused primarily on school leaders. This team will continue the recruiting practices that have built the current pipeline, and will launch the following strategies in 2014-15 to cultivate and engage additional high-potential school leader prospects:

Strategy	Description	Overview
1. School Leader Immersion Program	A series of workshops for rising school leaders	Two major events: one in January and one in February; several smaller events throughout the year
2. High Potential Prospects	Most members of the Cabinet and Senior Leadership Team will own prospects for a year	Clear process to track the communication and cultivation of prospects who have not yet applied
3. Targeted and Tiered Outreach	The recruitment team will identify top prospects based on the profile of a successful principal-in-residence/academic dean/dean of students candidates.	Use prospect list to create a tiered and targeted outreach plan for prospects in the pipeline
4. Everyone is a Recruiter	Create and manage a strong system for internal people to act as talent magnets within their professional and personal networks	Bi-weekly communication for staff members to share AF opportunities (via social media) to the individuals in their personal and professional networks
5. Clarification of Profile of Strong Leader Prospects	Clarify power skills needed for the academic deans and deans of students.	Identify the key skills for each position; share these descriptions with principals and give them the opportunity to customize these roles for their schools

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Finally, the network has introduced new planning practices at the school level that will also increase the number of internal applicants to the Principal in Residence program. These are described in greater detail below.

*Strengthening Succession*

The clear expectation set with all new AF principals, and reinforced throughout the preparation and hiring process, is that they commit to staying in the role for at least five years. When this goal is met, there are two great benefits for the principal pipeline: first, there are fewer vacancies to fill, and second, all members of the leadership team have an extended opportunity to develop their own leadership competencies. Through a combination of clearer expectations and excellent supports, we expect to steadily increase the rate of five-year retention across the network. A key element of the support having experienced school leaders as coaches and mentors. Over the past four years, every principal in the network has been coached and supervised by a regional superintendent who was formerly a principal of a high performing school. The stability and experience of the regional superintendent team has been an incredible asset to new principals, and we expect this level of support will increase principal longevity. A second crucial form of support is that the leadership development team has differentiated its training programs to meet the unique needs of successor principals. Experience across the network has shown that different skillsets are necessary for a principal assuming leadership of a fully scaled school versus a new school. Successor principals who are not properly prepared in these competencies are likely to have shorter longevity. These new, more tailored supports for successor principals will help them refine and strengthen existing systems, motivate and inspire teachers that they did not hire, and build support for a long term, sustainable vision for excellence. Ultimately, we believe this will be a key factor in meeting longevity goals for successor principals.

Additionally, identifying successor principals has been integrated more deeply into the core responsibilities of current principals, meaning that successor principals will be more likely to come from within the school than from another AF school, or outside the network. With the support of their regional superintendents, each principal in the network has drafted a five year leadership succession plan. This plan maps out each member of the leadership team for the next five years, drawing from members of the current faculty, in the format below:

School	Role	2013-14	2014-15	2015-16	2016-17	2017-18
AF Endeavor ES	Principal					
AF Endeavor ES	Lower Grades Academic Dean					
AF Endeavor ES	Upper Grades Academic Dean					
AF Endeavor ES	Dean of Students (Lower)					
AF Endeavor ES	Dean of Students (Upper)					
AF Endeavor ES	Principal(s) in Residence					
AF Endeavor ES	Dean of Special Services					
AF Endeavor ES	Teachers Groomed for Dean Roles					

While talent development has always been a core principal competency at AF, this practice embeds specific, strategic planning into the regular workflow of every principal and regional superintendent. Although these plans are subject to change from year to year, with a five-year school leadership map in

hand a principal can tailor professional learning goals, projects, and evaluations with future leadership roles in mind. This practice also makes possible a network-wide map of high potential future leaders, so that the network support leadership development team can target its recruiting and support more effectively.

### *Principal Selection*

The Principal in Residence Program is designed as a two year program so that residents can spend a full year planning for a specific role. At the completion of Phase I, PIRs have the opportunity to apply for a specific principal opening. When and if they are recommended by Achievement First and approved by the Board, candidates enter Phase II of the program. The selection criteria for Phase II are designed to be equally or more rigorous than typical charter school principal hiring criteria. Specifically, Phase II applicants must demonstrate concrete skills in the following areas in order to be recommended to the Board:

#### **Instructional Leadership**

- Coaching to Mastery
- Data Analysis
- Curriculum & Program Development

#### **School Culture & Character Development**

- Relentless Around a Clear Vision for School Culture
- System-Building to Support a Strong Culture

#### **Vision & Inspiration**

- Keeping the Mission Front & Center
- Public Speaking and Presence
- Recognition, Relationships, and Air Cover

#### **Management**

- Distributed Leadership & Delegation
- Project Management

#### **Personal Effectiveness**

- Organization & Self-Management
- Reflection & Constant Learning

We believe that the best predictor of future success as a leader is high performance in the present. The design of the Principal in Residence program creates an incredibly rich set of data upon which to evaluate principal candidates. Internal Phase II PIR candidates have comprehensive 360° survey results from teachers & deans, an extensive performance evaluation from a current principal, and a set of work products and data that demonstrate growth against their individual learning goals. In addition to this evidence, Phase II candidates participate in a selection day during which they carry out a variety of performance tasks. These include real-time data analysis, lesson observation and teacher feedback, role plays, and interviews with current principals, AF regional superintendents, and senior AF staff including Superintendent and co-CEO Doug McCurry.

Based on this intensive evaluation, the Achievement First leadership development team recommends one or more candidates to the Board of Trustees, and provides a summary of data from the selection process for the Board to consider as it evaluates the candidate. The Board can then either approve the recommended candidate, or request additional candidates for consideration. During Phase II of the PIR program, the Principal in Residence works closely with an AF regional superintendent and the leadership development team to create a transition plan that includes both individual learning goals and specific planning deliverables for the new school. Over the course of the year, the Phase II PIR dedicates increasing time to executing the action plan for the new school.

### **Teachers**

Achievement First firmly believes that the quality of the teacher in the classroom is the most important driver of student success. As a result, the recruitment, development, and retention of great teachers is an constant priority for the network. Teacher recruitment is among the most crucial services that Achievement First Charter 10 and 11 will receive from Achievement First. The team employs a comprehensive strategy that includes extensive advertising, outreach to organizations like Teach for America and top schools of education, as well as an overall “leave no stone unturned” approach. All teachers will meet the federal guidelines for Highly Qualified Teachers, and Achievement First will ensure that teachers meet certification requirements. For a new school like Achievement First Charter 10 and 11, the recruiting team will target teachers with at least four years of classroom experience. After the initial screen by the recruiting team, a select group of prospective teachers will be invited to teach demonstration lessons and interview with the principal, academic dean, and regional superintendent. The specific skills & qualifications required for teachers are:

- Instructional skill (as demonstrated by demo lesson and references)
- Content knowledge (as evaluated through interviews & review of credentials)
- Alignment with AF mission & professional expectations (assessed at each point in the hiring process)
- Enthusiasm for coaching, feedback, and desire to improve practice (assessed through interviews and references)

The Teacher Career Pathway, described in detail in Response 9, will be a central strategy for developing and retaining teachers. Designed with significant input from Achievement First teachers, the Pathway gives teachers the opportunity to develop their instructional craft, and to be recognized and financially rewarded for excellent teaching. Because the professional culture at the school will also be an important factor in retaining teachers, the leadership team very intentionally plans a system of support, recognition, and celebration designed to establish a strong adult culture. This culture is assessed twice annually through an Organizational Health Survey in which teachers give feedback on the professional environment at the school. This is one of many opportunities, both formal and informal, for teachers to give input: teachers also complete 360° surveys for the principal and deans, have the opportunity to take on additional leadership responsibilities through the teacher leadership fellows program, and are encouraged to take ownership of appropriate academic decisions through structures like grade level teams.

### **Other Staff**

Other staff are recruited using a similar process, appropriate to the specific position. For example, the AF recruiting team identifies and screens candidates for school operations team (the Director of School



Operations, the Student Support Manager, and the Office Coordinator), and finalists are interviewed by both the appropriate network-level leader and school-based staff. Any hiring decision requires the support of both the principal and the network.

## 13. Governance

### (a) School Board Roles and Responsibilities

The Board of Trustees for AF Bushwick will have the responsibility to ensure that all schools under the education corporation are high-functioning organizations, academic successes, and are fiscally responsible. To ensure these criteria are met the Board of Trustees will:

- Evaluate and monitor the school's academic program;
- Provide financial oversight to ensure fiscal integrity;
- Engage in risk management to prevent charter termination and seek charter renewal;
- Provide legal and ethical oversight – adhering to laws, policies, and procedures in place to protect trustees, officers, and employees; and
- Evaluate the principal and Achievement First by conducting an annual performance review.

In order most effectively execute these responsibilities, the Achievement First Bushwick Board, along with the other six Achievement First school Boards in Brooklyn, engaged in a year-long design process which culminated in the approval of a Plan of Merger to be submitted to the Charter Schools Institute in the coming weeks. Pending approval by each authorizer and the State Board of Regents, the six other education corporations that partner with AF will merge into the AF Bushwick education corporation, with the new name Achievement First Brooklyn Charter Schools.

The AF Bushwick Charter School Board of Trustees has voted to add several new members as part of the merger process, so that it can operate according to the structure described below until the merger takes effect. Appropriate documentation for these new Trustees is included in Response 13(g), and we recognize that they will not become Trustees until they are approved by the Institute.

The driving force in the Board redesign has been to match the Board structure and governance practices to most effectively oversee a growing network of schools, and to better serve as stewards for the success of these schools. The Board's role in key processes is described below.

**Board Role in Principal Selection:** The Board of Trustees will have final authority in hiring the principals. Perhaps the most important service Achievement First provides to the Board is the recruitment and development of principal candidates who are qualified to lead breakthrough student achievement. Per the Academic & Business Services Agreement, Achievement First is expected to recommend at least one highly qualified candidate for principal when there is a vacancy. Under the new structure, the Board as a whole and the Academic Committee specifically will become expert in the Achievement First leadership development process, evaluate the principal pipeline on an annual basis, and meet "principals in residence" during the first year of their residency before interviewing them in the second year of the residency.

This structure will allow the Academic Committee to become deeply familiar with the AF Leadership Competencies, which the network has developed over several years to guide principal training, selection, development, and evaluation. In addition to being a legal requirement, Board approval of principal hires and terms of employment is an essential check and balance on Achievement First's principal development and hiring practices. Through at least a bi-annual discussion with the Leadership

Development team lead at Achievement First, and regular contact with principals in residence, Trustees will become expert in both the skills/competencies necessary to be an effective AF principal, and also in the multiple metrics and data sources AF uses over the course of the Principal in Residence program to evaluate readiness to assume the role. This means that when the Academic Committee conducts the final interview with a recommended principal candidate, the Committee members will be drawing on much deeper knowledge of both the candidate’s readiness, and also on national best practices in school leader development.

**Board Role in Performance Oversight:** The Board of Trustees will review school performance according to the annual cycle described below. This cycle is designed to provide the Board with clear targets for performance, cumulative reports on the extent to which these targets are met, and interim indicators as an “early warning” system. The performance review cycle for the Board is described in the following table:

Report Reviewed	Frequency	Notes
<p><b>Accountability Plan Progress Report</b></p>	<p>Annually, at September meeting</p>	<p>Because achieving these goals is essential to earning the right to continue operating, an annual review of progress toward Accountability Plan goals is the highest priority of the Board. This presentation, from the Chief Academic Officer or Co-CEO, will also include specific improvement priorities for the coming year across the Brooklyn region.</p>
<p><b>Financial Reports</b></p>	<p>Prior to each meeting</p>	<p>The Finance Committee will receive consolidated &amp; individual Year-To-Date “Profit/Loss” statements from the AF Finance Team in advance of each meeting, and the Committee will hold a meeting with the AF Chief Financial Officer to discuss these reports. The reports include year-to-date budget vs. actual as well as an update on the balance sheet.</p>
<p><b>Regional Superintendent’s Report</b></p>	<p>Prior to each meeting</p>	<p>Drawing on the Board Dashboard (see below), the Regional Superintendents for each academy level (elementary, middle, high) will give a portfolio level report on school performance against interim targets for academic and school culture indicators. Where the academic committee identifies areas for further inquiry, it will determine with the Regional Superintendent what steps are necessary to ensure the Board has full confidence in any school-specific improvement plans.</p>
<p><b>Board Dashboard</b></p>	<p>Prior to each meeting</p>	<p>The AF data team prepares a dashboard for the Board that includes (by school) current enrollment (disaggregated for at-risk populations), year to date attendance, year to date suspensions, year to date withdrawals, and most recent interim assessment performance vs. network benchmarks. This is the</p>

		basis for a qualitative discussion with the appropriate regional superintendent in the event a school is not on track to meet end of year goals. All Board members will receive the Dashboard, and will refer questions or concerns to the Academic Committee.
<b>AF Report Card</b>	Annually, at the January Meeting	The AF Report Card is the definitive measure of academic, organizational, and financial effectiveness for the school. This document sets clear, measurable targets for what achieving the mission looks like. As such it is perhaps the most important tool for Board oversight of whether the school is achieving its mission.
<b>Principal Professional Growth Plan (i.e. the principal evaluation)</b>	Annually, via ad hoc committee, in April.	The AF regional superintendent produces a comprehensive written review of the principal annually, drawing on student achievement results and a wide array of other data. This document provides a rich picture of the principal's performance, and provides a narrative complement to the entirely quantitative AF Report Card. The Board will review the executive summary of each evaluation, and will discuss in depth any evaluation that contains performance concerns. If performance concerns are identified earlier in the year, the Academic Committee will be made aware in executive session by the Regional Superintendent. If any principal is put on a performance improvement plan, the Executive Committee will work with the Regional Superintendent to monitor the plan.
<b>Audited Financial Statements</b>	Annually, at the November Meeting	The Finance Committee will review audited financial statements when the audit is completed. If there are any findings, the Board will then closely review and approve a corrective action plan created by the AF finance team.
<b>Budget Approval</b>	Annually, at the May meeting	The Finance Committee will review proposed budgets for all schools prior to the May meeting, and will make a recommendation to the full Board regarding approval.

**Board Role in Principal Evaluation:** The Board will annually select an ad hoc principal evaluation committee, which will partner closely with the Achievement First regional superintendents to ensure that 1) the principal receives a rigorous and fair evaluation against objective performance criteria and that 2) there is a plan in place to support continued professional growth for each principal. Per the Academic & Business Services Agreement, the AF regional superintendent is charged with conducting the principal evaluation for the Board's review. The executive summary for each principal evaluation will



be shared with the principal evaluation committee, and the committee will meet with the regional superintendents to discuss each executive summary. If any performance concerns are identified, the committee will discuss these in greater depth. If performance concerns are identified earlier in the year, the Academic and Executive Committees will be made aware in executive session by the Regional Superintendent. If any principal is put on a performance improvement plan, the Executive Committee will work with the Regional Superintendent to monitor the plan.

**Board Role in Oversight of Achievement First:** The design process for the merged Board acknowledged that having seven separate Boards made it more difficult for each individual Board to carry out its oversight of the services and supports provided by Achievement First per the management agreement. This is because the Achievement First school model is designed to ensure consistency in certain core policies and practices (which are constantly refined and improved based on the experience of individual schools); as a result, any individual Board was reluctant to deviate from these policies. The merged Board structure, should it be approved, will improve the ability of the Board to manage its contractual relationship with Achievement First. This will take place through both formal and informal means.

The committee structure of the redesigned Board of Trustees is designed to ensure that the Board has direct contact with decision-makers at the network level, so that Trustees can 1) Deepen appropriate contextual knowledge necessary to evaluate school policies and performance, as well as the services provided by the network; 2) Express concern about policies, performance, or contractual services to the individuals at the network most directly responsible for these policies (informal accountability); 3) If the committee is not satisfied with the response of the network decision-maker, it can elevate the issue to full Board discussion. The Board can then determine how to resolve the issue, using a range of remedies from ongoing monitoring via the appropriate committee, a working group created specifically to address the issue, or a meeting between the executive committee and senior network leaders. Only once these remedies were exhausted would the Board explore contractual changes, or, in the absolute worst case, severing the management contract entirely. Having a single negotiation rather than seven separate negotiations will also better position the Board to revamp the charter management agreement should it become necessary. The Executive Committee will annually conduct a meeting to evaluate the services provided by Achievement First, in the context of both the cost to schools and the effectiveness in achieving mission-driven performance targets.

The Academic Committee offers an example of how the new structure enhances the Board's ability to hold Achievement First accountable. By shifting the primary point of contact from the principal to the Regional Superintendents (who are employed by the network), the Board will have increased visibility on the specific services/supports being provided and their effectiveness, as well as an opportunity for ongoing informal feedback and communication with Regional Superintendents and other network leaders. If specific school- or network-level concerns are identified at the committee level, the issue would be discussed with appropriate network staff at the next full Board meeting, and the Academic Committee would work with AF staff to ensure that appropriate data and personnel are made available so that the Board can fully understand the issue and evaluate what, if any, Board action is necessary.

(b) School Board Design

Pending approval of the Plan of Merger, the AF Bushwick Board of Trustees (which will become the Achievement First Brooklyn Charter Schools Board of Trustees) will consist of 12-15 Trustees, plus three voting family representatives (one from each academy level). The Board will not include a representative from Achievement First. Drawing from the current membership of Achievement First Brooklyn school boards, the members represent various professional skill areas including academic, legal, financial, and community. These leaders will work together to provide strong academic and fiscal oversight to the school. The Board is led by a Chair and a Vice-Chair, and officers include the Treasurer and the Secretary.

The rationale for the new structure is as follows:

- Ensure that the Board is able to hold Achievement First accountable for providing supports & services that allow each school to deliver on its mission.
  - Establish a single point of negotiation for the charter management agreement, rather than seven separate negotiations.
  - Ensure that the Board fully understands network-level policy-setting that impacts schools, so that it can effectively vet those policies.
- Enable the Board to monitor and support the success of individual schools
  - Clarify lines of accountability, so that principals report on a day-to-day basis to regional superintendents, who then report to the Board.
  - Establish a high functioning committee structure that ensures Trustees have contextual knowledge necessary carry out rigorous oversight.
  - Improve parent representation in the governance structure.
- Enable the Board to serve as effective stewards of the mission by deepening their knowledge of the AF model and deepening their personal connection to the mission.

The Board will have four standing committees in addition to the Executive Committee: Academic, Finance, Family Engagement, and Development. The three family representatives to the Board will be selected by a newly created, free-standing Family Advisory Council, which will include one representative from each Achievement First academy in Brooklyn. The size of the Board is intended to make sure that there are enough Board members to support an active committee structure, without requiring every Board member to serve on multiple committees.

Annual Board Survey results have indicated that a significant number of Trustees across Achievement First Boards did not feel that they had sufficient contextual knowledge to understand school performance data. By moving primary responsibility for school performance oversight to the Academic Committee, and by making the Regional Superintendent the primary point of contact, the new structure will allow Trustees to build the necessary contextual knowledge. This is because Trustees will have greater visibility of network-wide trends, and because Regional Superintendents are better positioned to explain the history and rationale of core practices and policies.

Family voice has always been a crucial element of the governance model for Achievement First schools, as reflected by the family representative position on each Board. However, as the number of academies the Board oversaw began to grow, a single family representative could not represent families across all academies. The design of the Family Engagement Committee establishes a more formal structure for ensuring family voice in school governance and policy setting at the network. The Family Engagement

Committee will include the three Family Representatives (selected by the Brooklyn regional Family Advisory Council) , as well as three Trustees who are not AF parents. The entire committee will attend the quarterly Family Advisory Council meetings, and will report to the full Board on family engagement across the region. The Family Advisory Council will also establish a formal structure by which network staff can engage families in the policy-making process and ensure the opportunity for network-level feedback from families.

The Boards' commitment during the design process to maintaining and expanding family voice in governance is paralleled by the priority they have placed on recruiting community leaders to join the Board. One of the four pillars of the Achievement First "Theory of Change" is to be partners in collaborative, geographically concentrated community change. We believe that the new Board, with its increased access to the network policy and strategy-setting process, will be an ideal opportunity to engage with long-standing community leaders, both as members and as partners.

The Finance Committee will be expanded relative to the current Finance Committees. This will ensure that the Board has sufficient capacity to oversee the financial health at each school, to better monitor the financial health of Achievement First as it relates to the services provided to the schools, and to ensure that all financial compliance obligations are met in a timely fashion. Because the proposed membership of the merged Board has significant expertise from the financial sector, including professionals who oversee significantly more complex financial structures than the merged education corporation, we are confident the Board will have sufficient capacity to conduct rigorous financial oversight.

#### **Overall Education Corporation Governance Structure**

The Executive Committee will collaborate with Achievement First to recruit and vet new members: once a prospective member is referred (either by an existing Board member, an Achievement First team member, or by a partner organization like the Robin Hood Foundation), staff from the AF external relations team will meet with the candidate to conduct an initial round of vetting. This first round includes a visit to the school as well as an observation of a Board meeting. The prospective member would then meet with the Executive Committee to determine whether the prospective member is a fit. The Board would then vote on approval of the new member. Achievement First provides an orientation for all new members that includes:

- Introduction to the mission & history of Achievement First and the specific school
- Overview of the legal responsibilities of trustees
- Review of the specific "job description" of a trustee
- Explanation of the performance data reviewed by the Board and an annual governance calendar
- Explanation of the charter goals and the renewal process

This information will also be reiterated at the annual Board Retreat, which will serve as a primary opportunity for Board training and development.

The qualifications to be a trustee are:

- An unwavering focus on the school's mission to close the achievement gap;

- A strong commitment to addressing education in under-served urban communities in New York City, particularly in Central Brooklyn;
- Ability to review school performance data and make informed decisions in the best interest of children;
- Willingness to commit time to developing resources for the School (this includes financial and in-kind contributions as well as partnerships with outside organizations);
- Attendance at regular meetings of the Achievement First Brooklyn Academy Charter School board. The board will meet monthly. Board members must be accessible for personal contact in between board meetings and respond to email and/or phone calls within 24 hours;
- Service on board committees. Each Trustee is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time
- Preparation in advance for decision-making and policy formation at the board meetings, responsibility for self-education on the major issues before the board, and participation in the annual board development and planning retreat usually held in July of each year.

The Board treasurer is responsible for overseeing the management and reporting of an organization's finances, and is the chair of the Finance Committee. The Finance Committee works with the AF Finance Team to oversee education corporation finances.

The Board secretary is responsible for ensuring that meetings are properly publicized, meeting materials are made available to the public in advance of the meeting, and minutes are properly taken and approved in accordance with the NY Open Meeting Law. The secretary will delegate the role of carrying out these tasks to members of the AF external relations team. The meeting will be publicized via postings one week in advance at the school site, by mentions in the parent newsletter, and via notification to the Parent Leadership Committee. Procedures for complying with the NY Open Meetings Law are as follows:

### **Open Meetings Laws**

1. All meetings of the Board of Trustees and all committees of the Board ("Board meetings") will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school.
3. The school will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the new media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The school will provide the time and place of any Board meeting that is scheduled less than one week in advance and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. Public notices will be placed on the bulletin board in the reception area. Public notices will reflect the location of Board meetings or any location changes.
5. To the extent possible, the school will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:

- a. The date and time of the meeting
  - b. A summary of all motions, proposals, resolutions, and other matters formally voted upon
  - c. A record of how each Trustee voted on each matter
  - d. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Director of Operations within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
  9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area of areas to be considered.
  10. All Board members may participate in the executive session, and the Board may authorize others to be present as well.
  11. No public funds may be appropriated during an executive session.
  12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
    - a. Matters which imperil the public safety if disclosed;
    - b. Any matter which may disclose the identity of a law enforcement agent or informer;
    - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
    - d. Discussions regarding proposed or pending litigation;
    - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
    - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
    - g. The preparation, grading, or administration of examinations; and
    - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

The Board will hear complaints in two ways. First, the Board will include time for public comment at the beginning of each meeting during which both parents and staff are welcome to raise issues. Second, the Board will field written complaints through the school's Addressing Concerns Policy. Complaints from members of the public will be reviewed and responded to by the Executive Committee.

The Family Engagement Committee will determine if family complaints allege a violation of the law or the charter, in which case the complaint will be reviewed by the Board. If a family complaint is informal in nature, the Family Engagement Committee will determine whether it requires additional Board review, and if not it will refer complaints only back to school level staff, consistent with the Addressing Concerns Policy. In either case, the Board will issue a written response on any action taken in response to the complaint within 10 business days of receiving the complaint.

(c) Proposed Founding Board of Trustees

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Dr. Deborah Shanley	X	<input type="checkbox"/>	Chair, Executive Committee	3 years
Amy Arthur Samuels	X	<input type="checkbox"/>	Vice-Chair, Academic Committee	2 years
Andy Hubbard	X	<input type="checkbox"/>	Treasurer, Finance Committee	3 years
Lee Gelernt	X	<input type="checkbox"/>	Secretary, Family Engagement Committee	1 years
Jon Atkeson	X	<input type="checkbox"/>	Academic Committee	3 years
Matt Tartaglia	X	<input type="checkbox"/>	Development Committee	3 years
Lee Gause	X	<input type="checkbox"/>	Development Committee	3 years
Kelly Wachowicz	X	<input type="checkbox"/>	Academic Committee	1 years
Ambrose Wooden, Jr.	X	<input type="checkbox"/>	Finance Committee, Development Committee	3 years
Gabe Schwartz	x	<input type="checkbox"/>	Finance Committee	3 Years
Justin Cohen	X	<input type="checkbox"/>	Academic Committee	1 years
Judith Jenkins	X	<input type="checkbox"/>	Academic Committee	2 years
Judge Priscilla Hall	X	<input type="checkbox"/>	Family Engagement Committee	1 years
Claire Robinson	X	<input type="checkbox"/>	Academic Committee	1 year
Family Representatives TBD	X		Family Engagement Committee	1 year

### Board Capacity

The following biographical sketches are provided to indicate Board capacity to carry out its governance and oversight responsibilities.

**Dr. Deborah Shanley, Chair**, was appointed Dean of the School of Education at Brooklyn College in 1998. Prior to coming to Brooklyn College she was Dean of The School of Liberal Arts and Education at Medgar Evers College, CUNY where she maintained an active research agenda on behavioral analysis and education and introduced major curriculum changes, working in partnership with the liberal arts and science faculty and with the department of education. Her work with multiple college and community constituencies earned her a Humanitarian Award from the CUNY Consortium for the Study of Disabilities and the Medgar Evers College Worker Education Program. Dean Shanley brings to Brooklyn College an activist perspective on teacher education reform and a passion for improving teaching and learning in the public schools. Her current work focuses on the uses of a variety of technological opportunities, including TV, radio, and computers for instructional purposes. Dr. Shanley was instrumental in creating a state-of-the-art computer classroom in the School of Education to help integrate technology into pre-service and in-service teacher education.

**Judith Jenkins** works as legal counsel for the New York City Housing Authority. Prior to working with NYCHA, she worked as an associate with Leader & Berkon LLP and as an Associate Corporation Counsel for the New York City Law Department. Ms. Jenkins is a graduate of Boston University School of Law and



Columbia University. She is a Prep for Prep and Spence School alumna and is active with Delta Sigma Theta Sorority.

**Matt Tartaglia** is the President of Corr-Jensen. Prior to working with Corr-Jensen, he was a Director at Deloitte in the Financial Services practice working with Fortune 250 financial firms. He has also spent significant time with technology startups and in technology sales. He lives in Brooklyn with his family.

**Lee Gelernt** has been an attorney with the American Civil Liberties Union since 1992 and works on immigration and national security issues. He currently holds the positions of Deputy Director of the ACLU's national Immigrants' Right Project and Director of the Project's Program on Access to the Courts. Mr. Gelernt is a 1988 graduate of Columbia Law School.

**Dr. Lee Gause** is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program. Practicing in Manhattan since 2005, Dr. Gause holds his BS in Biology from the University of North Carolina Chapel Hill. Dr. Gause is a participant in the Invisalign Study Club of New York and is the founder of Smile Factory: a non-profit organization that provides free dental care to people in need. He is additionally the co-founder of Smile Design Gallery, a mission based business that provides dental care to those in desperate need. He has done over \$350,000 of charitable dentistry to date.

**Kelly Wachowicz** is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector. Prior to EKO, Kelly was Managing Director and COO of Alliance Bernstein's Real Estate Fund, Vice President overseeing for TimberStar, and she began her career as an investment banker and strategist with Goldman Sachs. Throughout her career, Kelly has integrated her commitment to public service with her professional aspirations. She served as Senior Vice President, Director of Policy and Strategy for the New York City Economic Development Corporation in the first Bloomberg administration where she was responsible for designing and developing economic development policy for the City of New York including Lower Manhattan 9/11 transportation rebuilding efforts. Kelly graduated Phi Beta Kappa and received a BA in History with Honors from the University of California in Los Angeles.

**The Honorable L. Priscilla Hall** was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009. Prior to this appointment she served as the Administrative Judge of the Supreme Court, Kings County Criminal Term. She was elected to the New York Supreme Court on November 2, 1993, and as a Supreme Court Justice presided over criminal and civil matters. In response to the unprecedented increase in child protective complaints in New York City following the Nixzmary Brown case, she volunteered to serve in Family Court during 2006. Her diverse career has embraced the fields of law, public and community service.

**Jonathan Atkeson** is the Managing Director, Private Equity for the Fortress Investment Group. Prior to holding this position, Mr. Atkeson worked for Whitney & Co. LLC, J. Bush & Co. LLC and as a law clerk in the US Department of Justice. He attended Yale Law School and the University of North Carolina, Chapel Hill for his undergraduate degree.



**Gabriel Schwartz** is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. Prior to that, he was a Managing Director in the Special Situations Group at Goldman, Sachs & Co. Mr. Schwartz holds a B.A. from Colgate University. He is currently a member of the Boards of Directors of the Brooklyn Community Foundation and Achievement First. Mr. Schwartz lives in Brooklyn Heights with his wife and two children.

**Amy Arthur Samuels** is a Vice President at JP Morgan Chase & Co. Prior to her current employment, she worked at Standard and Poors and Deloitte, with a focus on the financial services sector. Ms. Samuels is a graduate of the MBA program at Columbia University and received her BS from Cornell University. Ms. Samuels grew up on Brownsville, Brooklyn.

**Claire Robinson** recently retired from a highly successful career in the finance sector, most recently with Moody's Investors Service from 1998-2014. She also worked for the Security Pacific Merchant Bank and Bankers Trust Company, and early in her career she worked with the National Security Agency. She is a graduate of the Columbia University Graduate School of Business. Ms. Robinson lives with her family in Brooklyn.

**Andy Hubbard** is a Managing Director with Credit Suisse. Prior to his work with Credit Suisse, he was a Vice President and Trader with Deutsche Bank and the Director and Head of Product Development with Kiodex, Inc. He received his BS from Princeton University. He lives with his family in New York City.

**Justin Cohen** is currently an Investment Analyst with Prosir Capital Management, a New York based investment fund. Prior to his work with Prosir Capital Management, he has held jobs with other investment firms such as Eton Park Capital Management, Capital Z Financial Services Fund and Donaldson, Lufkin and Jenrette Securities Corporation. He is a graduate of the Wharton School at the University of Pennsylvania where he also received his undergraduate degree.

**Ambrose Wooden, Jr.** is currently an Vice President in the Equities Division at Goldman Sachs. Prior to joining Goldman Sachs, Ambrose graduated from the University of Notre Dame with a degree in Finance. Ambrose was also a member of the University of Notre Dame's Football Team. Outside of work, Ambrose is an active member in the New York City community, he serves as a mentor at iMentor and sits on the boards of both the Adeona Foundation, Blue Engine, and Achievement First Apollo. Ambrose enjoys music, traveling, spending time with family and friends, but most importantly making a difference in the community.

#### (d) Stakeholder Participation

Families will have significant opportunities to contribute to the governance of the school via the three Family Representatives, and through the Family Advisory Council. School staff will have the opportunity to make comments during the public comment period immediately before the full meeting convenes. For the most part, however, the governance structure is designed to reinforce the various ways through which staff have the opportunity to influence policy-making at the network level, including the Teacher Career Pathway advisory council and the Network Support survey.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Justin G. Cohen*  
Home Address: [REDACTED] / NY, NY 10025  
Business Name and Address [REDACTED] NY, NY  
10022  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *I previously served as a board member of Achievement First Endeavor.*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *I know some of the trustees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, *I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would ensure that the matter is dealt with formally (i.e. an investigation into the conflicts of those trustees) via the Board of Trustee's resolution process. And if the situation were still not appropriately resolved through the Board, I would then look to bring the matter directly to the appropriate public authority to whom the Board of Trustees is immediately responsible.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, JUSTIN G. COHEN certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ACHIEVEMENT FIRST Charter School is true and correct in every respect.



Signature

June 30, 2014

Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**JUSTIN G. COHEN**

[REDACTED] / NY, NY 10025

Office: [REDACTED]  
Cell: [REDACTED]

**EXPERIENCE**

[REDACTED] New York, NY

[REDACTED] New York, NY

[REDACTED] New York, NY / London, UK

[REDACTED] New York, NY

[REDACTED] New York, NY

[REDACTED] New York, NY

**EDUCATION**

1992-1996

**University of Pennsylvania**

Philadelphia, PA

Completed 5-Year 'Management & Technology Dual-Degree Program' in four years with highest honors:

- The Wharton School: Concentrations in FINANCE and INSURANCE & RISK MANAGEMENT. Bachelor of Science in Economics, *summa cum laude*, May 1996.
- The School of Engineering & Applied Science: Major in COMPUTER SCIENCE & ENGINEERING Bachelor of Science in Engineering, *summa cum laude*, May 1996.

**OTHER**

**Languages:**

Coursework taken in French, Italian, Russian, Spanish and German languages.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Judith Jenkins  
Home Address: [REDACTED] Brooklyn, NY 11221  
Business Name and Address: [REDACTED] New York,  
NY 10007  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Crown Heights Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Judith A. Joseph Jenkins, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the AK Buskwick Charter School is true and correct in every respect.



6/30/2014  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**Judith J. Jenkins**

Judith Jenkins works as legal counsel for the New York City Housing Authority. Prior to working with NYCHA, she worked as an associate with Leader & Berkon LLP and as an Associate Corporation Counsel for the New York City Law Department. Ms. Jenkins is a graduate of Boston University School of Law and Columbia University. She is a Prep for Prep and Spence School alumna and is active with Delta Sigma Theta Sorority. She serves on the Achievement First Crown Heights Board of Directors.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Ambrose Wooden, Jr.  
Home Address: [REDACTED] New York, NY 10003  
Business Name and Address: [REDACTED] New York, NY 10282  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes - Blue Engine - Board Of Engineers (<http://blueengine.org/>)
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I know Achievement First Board members because I serve as a trustee on AF Apollo.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Apollo Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Apollo Board. Also, I am on the Board of Engineers for Blue Engine.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring the issue to the attention of the other Board members and call for an investigation to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). F I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Ambrose Wooden certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achewenest Raso in every respect.

6/30/14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: charters@suny.edu

# Ambrose Wooden Jr.

[REDACTED] New York, NY 10003  
[REDACTED]  
[REDACTED]

---

## EXPERIENCE

- [REDACTED]
  - [REDACTED]
  - [REDACTED]
- [REDACTED]

## CHARITABLE SERVICES

- iMentor**, Mentor **2010 – Present**
- Winner of the 2011 iMentor Online Donor Drive. Raised over \$19,000 via crowd funding to sponsor 38 new students in the iMentor program
- Adeona Foundation**, Board Member **2010 – Present**
- Spearheaded bi-annual charitable functions for 500+ individuals that raised over \$200,000 in four years for underserved organizations in New York City
- Achievement First Apollo Elementary School**, Treasurer **2011 – Present**
- The Robin Hood Foundation Network**, Member **2011 – Present**
- Blue Engine**, Board of Engineers, Head of Recruiting **2013 – Present**

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- EDUCATION** **University of Notre Dame**, South Bend, Indiana **2003 – 2007**  
Bachelor of Business Administration, Major: Finance, May 2007
- NCAA** **University of Notre Dame Varsity Football Team** • Defensive Back • 2003-2007
- ATHLETICS** **University of Notre Dame Varsity Track Team** • Sprinter • 2004

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**LICENSES** Series 63 and Series 7

**ADDITIONAL SKILLS** Microsoft Suite, Bloomberg, Social Media

**INTERESTS** Traveling, Indoor Cycling, Flag Football, Tennis, Golf, Yoga, Volunteering

## **Request for Information from Prospective Charter School Trustee**

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Matthew Tartaglia  
Home Address: [REDACTED] Brooklyn, NY 11201  
Business Name and Address: [REDACTED] New York, NY 10012  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First East New York and Aspire.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I/ we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/ we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I have been on the board of AF ENY for 4 years and have had interactions over the years to discuss school related matters and as the Treasurer of AF ENY I have had regular interaction with the CFO, Max Polaner.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would certainly confront the Trustee, but would also raise the issue to the leadership at Achievement First and representatives at SUNY

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. NA

## Certification

I, Matthew Tartaglia, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

  
Signature \_\_\_\_\_

6/23/14  
Date \_\_\_\_\_

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

# Matt Tartaglia

President at Corr-Jensen, Skinnygirl Daily, Revolution Lifestyle



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## Summary

Over the last eighteen months while the President at Corr-Jensen, I have been able to put my management consulting, sales and business development experience to work in taking an early stage, successful company and creating value by putting the right pieces in place on the people, process and technology front, along with creating operating and and finance efficiencies with an eye on corporate development.

Prior to joining Corr-Jensen, I was a Director at Deloitte in the Financial Services practice working with Fortune 250 financial firms. I had the pleasure of working with and overseeing client accounts and relationships with major life insurance and investment management companies where Deloitte performed professional services.

I have also spent significant time with technology start ups and in technology sales throughout my career.

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## Experience




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## Skills & Expertise

**Strategy**  
**Business Development**  
**Program Management**  
**Solution Selling**  
**Management**  
**Sales**  
**Portfolio Management**  
**Financial Services**  
**Management Consulting**  
**Sales Process**  
**Business Process Improvement**  
**Business Strategy**  
**Financial Analysis**  
**Investment Management**  
**CRM**  
**Relationship Management**  
**Financial Modeling**  
**Project Management**  
**Investments**  
**Entrepreneurship**  
**Vendor Management**

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## Education

**Ithaca College**  
BS, 1992 - 1996

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## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First
2. Full name: Lee Gelernt  
Home Address: [REDACTED] NY, NY 10019  
Business Name and Address [REDACTED] NY, NY 10004  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First Brownsville.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, niece is teacher at Achievement First
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report person

#### Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Lee Gelernt, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

Lee Gelernt has been an attorney with the American Civil Liberties Union since 1992, and works on immigration and national security issues. He currently holds the positions of Deputy Director of the ACLU's national Immigrants' Rights Project and Director of the Project's Program on Access to the Courts. He has argued numerous groundbreaking civil rights cases at all levels of the federal court system, including in the United States Supreme Court and the Courts of Appeals for the First, Second, Third, Fourth, Sixth, Eighth, Ninth, and Eleventh Circuits. Mr. Gelernt has also testified as an expert before the United States Senate on habeas corpus and judicial review issues. In addition to his work at the ACLU, Mr. Gelernt is a visiting lecturer in clinical law at Yale Law School, where he co-teaches the 9-11 Clinic. He is also an adjunct professor at Columbia Law School, where he teaches a seminar on the rights of non-citizens after September 11.

Since 2001, Mr. Gelernt has worked on several far-reaching national security cases arising out of the events of September 11 and served as one of only a few human rights observers at Guantanamo Bay for the first military trial conducted by the United States since World II. In March 2011, Mr. Gelernt argued the case of *Ashcroft v. al-Kidd* in the U.S. Supreme Court, which challenged the constitutionality of the government's post 9-11 policy of using the federal material witness statute to investigate and preventively detain terrorism suspects in cases where there was no probable cause to justify a criminal arrest.

Among his other national security cases, Mr. Gelernt successfully argued one of the very first major September 11 cases to reach the federal courts of appeals, *Detroit Free Press v. Ashcroft*, where he represented the media and Congressman John Conyers in their lawsuit seeking to prevent the government from holding secret deportation hearings after September 11. In its decision invalidating the government's secret hearing policy, the Sixth Circuit stated that "democracies die behind closed doors" -- a phrase that became one of the most cited and well-known admonitions issued by the Judiciary in the aftermath of September 11.

In the immigration area, Mr. Gelernt has litigated numerous important cases establishing the constitutional and statutory rights of non-citizens, in the areas of discrimination, education, due process and access to the courts. He is currently involved in a number of cases around the country focusing on the constitutionality of state and local anti-immigrant laws that seek to deny basic services to immigrants.

Mr. Gelernt has received many honors for his work. In 2013, Columbia Law School recognized him as its Distinguished Public Interest Lawyer of the Year. In 2002, he received the 13th Annual Public Interest Achievement Award from Columbia University's Public Interest Law Foundation. The American Immigration Lawyers Association has also twice awarded him their national prize for excellence in litigation for his civil rights work on behalf of the immigrant community. He is a frequent guest speaker at law schools and conferences around the country, and regularly appears in the national and international media, including the NY Times, Washington Post, NPR, ABC News, CNN, Wall Street Journal, LA Times, and BBC. Mr. Gelernt is a 1988 graduate of Columbia Law School, where he was a Notes and Comments Editor of the Law Review. After graduation, Mr. Gelernt served as a law clerk to the late-Judge Frank M. Coffin of the First Circuit U.S. Court of Appeals.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Lee Gause  
Home Address:  
Business Name and Address: [REDACTED] New  
York, NY 10019  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

**18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.**

**19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.**

### Certification

I, Lee R Gause certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.



6/30/14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **Dr. Lee Gause**

Dr. Lee Gause is a graduate of Howard University's School of Dentistry where he was honored with the highest award for character, academic performance, and clinical proficiency of any dentist in his dental training program. Practicing in Manhattan since 2005, Dr. Gause holds his BS in Biology from the University of North Carolina Chapel Hill. Dr. Gause was also the recipient of the coveted Doctor of the Year award during his residency and completed the prestigious two-year certificate program in implant dentistry at New York University. Currently, Dr. Gause is a clinical associate professor at NYU in the Implant Dentistry program, where he is responsible for training other dentists to surgically place and restore dental implants.

....

Dr. Gause prides himself on providing his patients with the highest level of quality in dental care. This is demonstrated not only by his training and academic achievements, but also by his commitment to advanced technology and patient care. Dr. Gause is a participant in the Invisalign Study Club of New York and is the founder of Smile Factory: a non-profit organization that provides free dental care to people in need. He is additionally the co-founder of Smile Design Gallery, a mission based business that provides dental care to those in desperate need. He has done over \$350,000 of charitable dentistry to date. Dr. Gause has done research at the National Institute of Dental and Craniofacial Research which is the Dental division of the NIH. Dr. Gause is also a lecturer to dental residents on topics in cosmetic dentistry.

...

Dr. Gause has been featured in several magazines including, Glamour, Pregnancy, Social Life, Health, Uptown, and Seniors Advocate. He was named one of New York's premier providers of general, cosmetic and implant dental care by Seniors Advocate and a preferred provider by Invisalign. Dr. Gause comes from a family of exceptional dentists. Both of his parents are dentists in North Carolina, and his mother, was awarded membership into the prestigious International College of Dentists. In addition, his uncle and several cousins are dentists in Michigan and Dr. Gause's brother, [REDACTED] a graduate of UNC dental school, finishes his residency in July and will be joining Smile Design Manhattan. Dr. Gause's sister is a member of Teach for America.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Kelly Kristine Wachowicz*  
Home Address: [REDACTED] *Brooklyn NY 11201*  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED] *NY NY 10019*
3. A brief educational and employment history (you may attach a resume).  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *Achievement First Brounsville Board of Trustees*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *Some of the trustees were previously affiliated with Achievement First School Boards.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *I know numerous employees at the Brounsville school and at Achievement First through my prior role as a Trustee.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know numerous persons / employees of Achievement First through my role as an *AS Trustee.*
13. If the school <sup>AS Trustee</sup> contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *1. Confront the person.  
2. Report the situation to the proper authorities.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. *None.*

## Certification

I, Kelly Wachonicy, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Si 

6-17-14  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **Kelly Wachowicz**

Kelly Wachowicz is a member of EKO Asset Management Partners where she leads EKO's emerging work on sustainable fisheries investments. She has over 20 years of experience in the financial services sector including the build-out of new investment platforms, new business incubation, equity and debt underwriting and investing, investment structuring and product design, asset sales, financing, operations, incentive design, and governance. She has deep domain expertise in the forestry and real-estate sectors.

Prior to EKO, Kelly was Managing Director and COO of Alliance Bernstein's Real Estate Fund — a \$650 million private equity fund — and was Vice President overseeing the successful launch and monetization of a \$2 billion timberland portfolio for TimberStar — a publicly traded specialty finance company in the real estate sector and subsidiary of iStar Financial. Kelly began her career as an investment banker and strategist with Goldman Sachs.

Throughout her career, Kelly has integrated her commitment to public service with her professional aspirations. She served as Senior Vice President, Director of Policy and Strategy for the New York City Economic Development Corporation in the first Bloomberg administration where she was responsible for designing and developing economic development policy for the City of New York including Lower Manhattan 9/11 transportation rebuilding efforts, incentive programs for the film and television, bioscience, and tourism industries, and preparation of a \$12 billion capital budget. Kelly serves as the Chair of the Board of Trustees for the Achievement First Brownsville and North Brooklyn Prep K-12 schools, located in Brooklyn, New York. She was a founding board member active for ten years with Civic Builders, a not-for-profit real estate developer that built twelve school facilities delivering 7,600 seats to charter school students in the New York region since its inception. Kelly graduated Phi Beta Kappa and received a BA in History with Honors from the University of California in Los Angeles, received her MBA from Harvard Business School, and is a native of the San Francisco Bay Area in California.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First
2. Full name: L. Priscilla Hall  
Home Address: [REDACTED] Brooklyn, NY 11215  
Business Name and Address: [REDACTED]  
[REDACTED] Brooklyn, NY 11201  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Achievement First Crown Heights – Board Chairperson.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I have served with the Board Members throughout my tenure with Achievement First.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have worked closely with the staff of Achievement First throughout my tenure as Board Chairperson and subsequently as Board Member.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Following the guidelines and policies set by Achievement First, I would bring the concern to the attention of the Board for its determination as to how to handle the matter.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
  
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

## Certification

I, L. Priscilla Hall, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

  
Signature

June 23, 2014  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

The Honorable L. Priscilla Hall was named a Justice of the Appellate Division, Second Department, by New York State Governor David Paterson on March 18, 2009. Prior to this appointment she served as the Administrative Judge of the Supreme Court, Kings County Criminal Term. She was elected to the New York Supreme Court on November 2, 1993, and as a Supreme Court Justice presided over criminal and civil matters. In response to the unprecedented increase in child protective complaints in New York City following the Nixzmary Brown case, she volunteered to serve in Family Court during 2006. Her diverse career has embraced the fields of law, public and community service.

Before ascending to New York Supreme Court, Justice Hall served on the New York City Criminal Court, having been appointed by Mayor Edward I. Koch in 1986 and reappointed to a ten year term by Mayor David Dinkins, three years later. In 1990, Governor Mario Cuomo appointed Justice Hall to the Court of Claims.

Justice Hall believes that the courts must work to maintain public confidence in our judicial system and has worked to achieve this objective. She has served as President of the New York State Association of Women Justices, the Vice-President of the Association of the Bar of the City of New York, the Chair of the Board of Directors of the Metropolitan Black Bar Association, and as the President of the Association of Black Women Attorneys. She shares her leadership skills as a Member of the Board of Directors for the Judicial Friends, Columbia Law School Association, Inc., and the Supreme Court Justices' Association of the City of New York. Justice Hall has also worked with the Federal Bar Council, the Kings County Criminal Bar Association and the Brooklyn Bar Association as well as the Brooklyn Women's Bar Association. She is also a Member of the Judicial Council of the National Bar Association, and the National Association of Women Justices.

Justice Hall received her undergraduate degree from Howard University in 1968. After graduating Magna Cum Laude with the distinction of being a member of the Phi Beta Kappa Society, Justice Hall pursued a Master of Science degree from Columbia University School of Journalism, graduating in 1969. She received her Juris Doctor from Columbia University School of Law in 1973.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. AF Bushwick
2. Full name: Jonathan G. Atkeson  
Home Address: [REDACTED] Bronxville, NY 10708  
Business Name and Address: [REDACTED] NY NY 10105  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Chair, AF East NY and AF Aspire. Previously served as director of Amistad Academy (CT).
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I do from prior board work.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I do, from prior board work.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I do. From prior board work. (AF is the provider for AF ENY and AF Aspire).
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the board chair and if the board chair were the director at issue I would bring it to the attention of the other board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Jonathan Atkeson, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the AF Bushwick  every respect.

Date

6/28/14

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

# Jonathan G. Atkeson

Bronxville, NY 10708

## EXPERIENCE

New York, NY

Stamford, CT

New Haven, CT

San Francisco, CA

NY

San Francisco, CA

New York, NY

## EDUCATION

### YALE LAW SCHOOL

New Haven, CT

JD, May 2000.

**Activities:** Editor, *Yale Journal on Regulation*; Director, Housing and Community Development Clinic; Co-Founder, Amistad Academy (a new charter middle school in New Haven); Producer, LawTalk; Yale Law & Business Forum.

### THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Chapel Hill, NC

BSPH with honors in Environmental Science and Policy, School of Public Health, May 1995.

**Honors:** Rhodes Scholarship Finalist; Phi Beta Kappa; John Motley Morehead Award; Order of the Golden Fleece.

**Activities:** Co-Founder, North Carolina Renaissance; Varsity Lacrosse (ACC Academic All American); Chi Psi Fraternity.

## ADDITIONAL INFORMATION

Traveled extensively in the United States and abroad. Enjoy tennis, golf, scuba diving, skiing and other outdoor sports. Board Chair of Achievement First East New York and Achievement First Aspire charter school. Volunteer EMT in North Carolina (1992-1994).

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. *Achievement First*
2. Full name: *Gabriel Thomas Schwartz*  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.  
*Bio*
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *Achievement First Crown Heights*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *from being part of AF Crown Heights Board*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *from being part of AF Crown Heights Board*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, *from being part of the AF Crown Heights Board*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Raise the issue with fellow directors and then likely raise it w/ AF Network and/or Authorizer*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Gabriel Schwart, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achremut First Charter School is true and correct in every respect.



Signature

6/30/14

Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**Gabriel Schwartz**

Gabriel Schwartz is a Managing Member of Davidson Kempner Capital Management LP, a global institutional investment management firm, which he joined in 2009. Prior to that, he was a Managing Director in the Special Situations Group at Goldman, Sachs & Co. Mr. Schwartz holds a B.A. from Colgate University. He is currently a member of the Boards of Directors of the Brooklyn Community Foundation and Achievement First. Mr. Schwartz lives in Brooklyn Heights with his wife and two children.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First  
Bushwick Charter School
2. Full name: Amy Arthur Samuels  
Home Address: ██████████ Glen Ridge, NJ 07028  
Business Name and Address:  
Home telephone No.: ██████████  
Work telephone No:  
E-mail address: ██████████
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have served as a Board member on the Achievement First Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, I know the staff of the Achievement First network through my work on the AF Board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring it to the attention of the Board chair. If the Board chair were the director at issue, I would bring it to the attention of the other Board members and call for an investigation into the facts at hand to determine whether there was a legitimate conflict of interest that needs approval from disinterested directors.

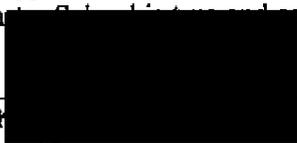
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Amy Samuels, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Achievement First Charter School is true and correct in every respect.

Signature



Date

06/30/14

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**AMY ARTHUR SAMUELS**

Glen Ridge, NJ 07028

[A](#)

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**EXECUTIVE SUMMARY**

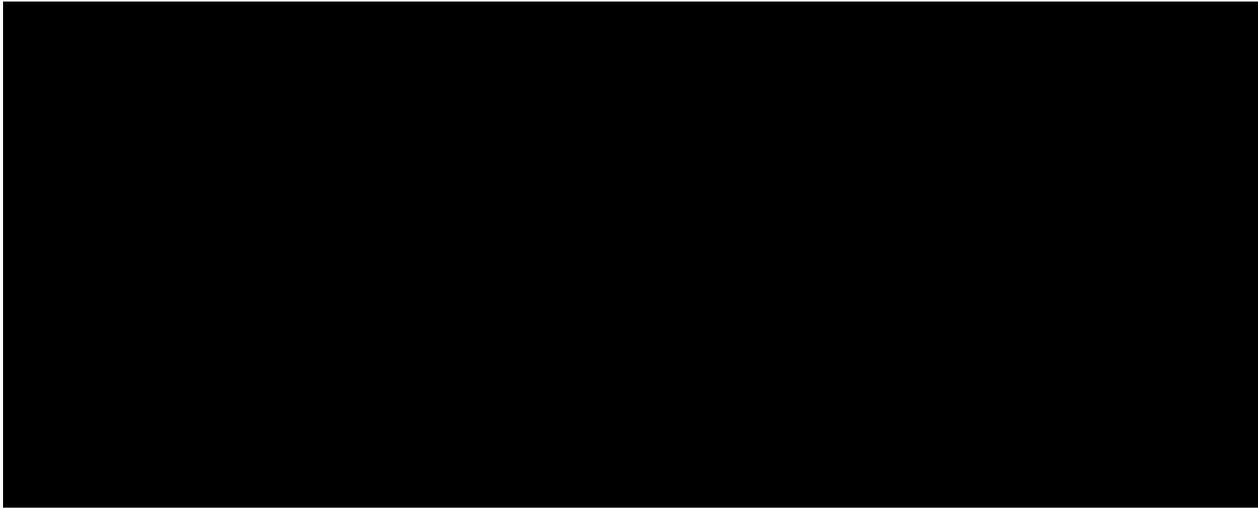
Experienced finance professional with 15+ years managing client relationships, packaging and rating securities, and providing strategic consulting advice to corporate clients. Emphasis on improving efficiencies and helping clients achieve strategic business objectives. Demonstrated strengths include: ability to collaborate across business units; strong oral and written communication skills, drive for results, and project management.

**PROFESSIONAL EXPERIENCE**

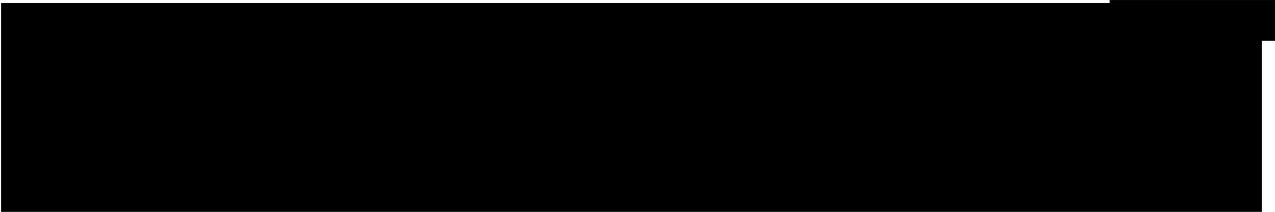
[Redacted]

[Redacted]

[Redacted]



- [Redacted]
- [Redacted]
- [Redacted]



**EDUCATION**

**COLUMBIA UNIVERSITY, New York, NY** 1997  
MBA, Finance and Management; awarded Robert Toigo fellowship

**CORNELL UNIVERSITY, Ithaca, NY** 1990  
BS, Consumer Economics; awarded The Cornell Tradition fellowship

## **Request for Information from Prospective Charter School Trustee**

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Claire M. Robinson  
Home Address: [REDACTED] Brooklyn, NY 11215  
Business Name and Address: retired  
Home telephone No.: [REDACTED]  
Work telephone No.: NA  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it up to the board chair and ask that an independent third party, such as a law firm, conduct an investigation.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Claire M. Robinson, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

Signature 

Date July 1, 2014

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

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EXPERIENCE

- [REDACTED] NEW YORK, NY
- [REDACTED]
- [REDACTED] NEW YORK, NY
- [REDACTED] NEW YORK, NY
- [REDACTED] EW YORK, NY
- [REDACTED] EW YORK, NY
- [REDACTED] NEW YORK, NY
- [REDACTED]

## EDUCATION

1982-1984 **COLUMBIA UNIVERSITY** NEW YORK, NY  
**GRADUATE SCHOOL OF BUSINESS**  
Master of Business Administration: Finance

1975-1977 **PENNSYLVANIA STATE UNIVERSITY** UNIVERSITY PARK, PA  
Master of Arts: Russian  
Moscow State University, USSR - Summer 1976

1971-1975 **NEW COLLEGE** SARASOTA, FL  
Bachelor of Arts: Russian and French. Sophomore year in Montpellier, France

## BOARD SERVICE

2009-present **ACHIEVEMENT FIRST ENDEAVOR SCHOOL** **BROOKLYN, NY**  
Board member and currently board chair of a public charter school in Brooklyn. Responsible for reviewing budget and spending reports, monitoring student performance, reviewing principal performance evaluations against pre-set targets. Review disciplinary procedures and parental appeals of expulsion actions, if any. Respond to parent feedback received at public board meetings, review survey results from parents and staff.

# Andy Hubbard

New York, NY

## SUMMARY

Accomplished Trading Manager with extensive experience in trading and risk management of derivatives and other financial instruments. One of the top revenue producing credit traders for five years. Managed many of the most complex trading books with proven record of identifying profitable trading opportunities. Highly quantitative and analytical with excellent problem solving skills. In-depth knowledge of derivatives markets and securities trading market structure. Extremely well-respected markets professional.

## PROFESSIONAL EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## EDUCATION

### PRINCETON UNIVERSITY

1995

Bachelor of Science & Engineering in Mechanical and Aerospace Engineering

## ADDITIONAL INFORMATION

Chairman of the Board of Achievement First Apollo, a charter school in East New York, Brooklyn.

## 14. Community Relations

### (a) District Relations

Describe and provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include:

- Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.
- Description of low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Achievement First has a long history of partnership and collaboration with the New York City Department of Education. Initially invited to expand to New York City by then Chancellor Joel Klein, Achievement First schools have been a central component of the DOE's portfolio approach to expanding high quality options available to the families of Brooklyn. Achievement First will continue to work closely with the Office of Portfolio Management and the Charter Schools Accountability and Support office, embracing the change in administration as an opportunity for collaboration. In particular, the network maintains a strong relationship of facilities planning and siting of new schools. One of the most consistent pieces of feedback we received during community outreach was that co-location all too often becomes a distraction from teaching and learning for the schools sharing space. While shared space will always present challenges, experience across the network on the most effective co-locations suggests the follow practices will be useful as Achievement First Charters 10 & 11 establishes relationships:

- **Proactive, sustained principal-to-principal outreach:** A strong, trusting relationship between building principals is the most important building block of successful co-locations. AF Charter 10 & 11 will be expected to proactively build and maintain this relationship through humble outreach and offers of collaboration.
- **A shared space committee:** To ensure continuing communication between principals and address potential challenges preemptively, AF Charters 10 & 11 will be a champion for and active participant in a shared space committee that meets regularly.
- **Flexibility and understanding:** The final element of a successful co-location is an awareness of the importance of compromise and proactive efforts to reach mutually agreeable solutions. While some co-locations fall victim to a "hold the line," oppositional approach to negotiating the relationship, AF Charters 10 & 11 will enter the relationship aware that compromise is essential to partnership.

In New Haven, Achievement First has been a leader in sharing of best practices between district and charter public schools. Through the nationally recognized New Haven Leadership Residency, Amistad Academy invites district leaders to participate in a year-long residency similar to the Principal in Residence program. This intensive experience allows the district leadership resident to share effective practices with Amistad staff and builds an in-depth practical understanding of the Achievement First approach which can be brought back to district schools. While this program has not yet been piloted in New York, it reflects the network's overall commitment to impacting the educational lives not just of enrolled scholars, but of students throughout the community. Achievement First Charters 10 & 11 will participate in the network "visitor day" program, in which we welcome educators and community members to tour AF schools and speak with AF principals. This type of relationship building is the first step toward the depth of relationships necessary to launch a program like the New Haven Leadership



Residency, and we will always be eager to share the work we do and learn from educators who share our hopes for students and families.

The low performing schools in the district where Achievement First Charters 10 & 11 could potentially be located are listed in Response 24(b) (highlighted in yellow). Achievement First Charter 10 & 11 would partner with interested schools in the ways described above.

- (b) **Community Relations**  
Describe any explicit support for this proposal from community stakeholders or others, including:
  - Any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;
  - Efforts the founding team has made to address or respond to their concerns;
  - How the founding team and school intend to overcome challenges associated with the opposition to the school.

As described in Response 3, our community outreach efforts spanned families and other residents who live in the communities that would be impacted by the proposed charter schools, community agencies that serve those families, and the elected officials who represent the communities. Across all of our interactions, a single message came through loud and clear: the families in these communities are *demanding* additional college preparatory public school choices. As described in Response 15, Achievement First schools have received an average of 6 applications for every available seat. As we solicited feedback from families and community organizations, we found that the closer they were to attempting to navigate the public education system in Brooklyn, the more enthusiastically they supported this application. As described in detail in Response 3, our community outreach activities were specifically designed to communicate with a representative sample of each community we serve, rather than simply families looking for educational options or existing charter school supporters. This approach makes us even more confident that the more than 1000 signatures in support of this proposal reflect widespread community support for the new schools.

**Community Member Support**

Achievement First focused on direct conversations with communities members and/or potential Achievement First families to gauge support for additional Achievement First charter schools in the communities to be served. Achievement First family and scholar volunteers collected petition signatures in every neighborhood where we are proposing our schools be located. Support of the proposals was tremendous, with **1,024** signatures collected in support of the proposed new Achievement First charter schools in CSDs 16, 17, 23 and 32. Please see Response 14c-Evidence of Community Support for specific locations where signatures were collected within each community. Each of the signatures gathered required a conversation with the person signing. One parent volunteer, collecting signatures in Bushwick and Brownsville, reported that of the 180 conversations she had while collecting signatures, 176 of the people she spoke with were enthusiastic about Achievement First opening additional charter schools. This experience was echoed by all family and scholar volunteers collecting signatures. See Response 14(c) for the hard copies of all signatures collected.

Neighborhood	# Signatures collected
Bedford Stuyvesant	165
Crown Heights	62
Brownsville	308



Bushwick	489
Total	1024

As well, the high number of applications to Achievement First schools from CSDs 16, 17, 23 and 32 are strong indication of community support for additional Achievement First charter schools. Achievement First received 600 applications from CSD 16, 1,176 from CSD 17, 1,018 from CSD 23 and 752 from CSD 32. Please see Response 14(c)-Evidence of Community Support for the number of applications pre seat in each CSD where the proposed charters would be located.

### **Community Organization Support**

Achievement First received great support for the proposals from community organizations located in or serving individuals from neighborhoods where the proposed charter schools would be located. Organizations voicing support included day care centers, nonprofit organizations and other community support organizations. Collectively, the organizations supportive of Achievement First opening additional charters represent thousands of individuals in the communities of central Brooklyn where our proposed charter schools would be located.

Nine organizations offered their verbal or written support for the proposals. Jumpstart, serving families in CSDs 17 and 23, BMCI serving families in CSD 32, the Community Coalition of East New York (CCNY) serving families in CSD 23, and ACE Integration Daycare Center serving families in CSD 32 all provided letters of support. The support of BMCI and the Community Coalition of East New York is particularly powerful because these coalitions represent dozens of community based organizations. While not every one of these organizations necessarily support the proposal, the breadth of the BMCI and the Community Coalition of East New York networks establish the organizations as some of the most deeply representative institutions in these communities. Although it is called the Community Coalition of East New York, CCNY is the NYC Community Partnership Program organization for Brownsville as well, and it includes organizations that specifically support the Brownsville community, including the Brownsville Support Center and Salvation Army Brownsville. These letters of support can be found in Response 14(c) Evidence of Community Support. Bedford Stuyvesant Community Partnership Program (CPP) also voiced their support during a one on one conversation. Similar to the support of the other community networks, the support of this Bed-Stuy CPP is also significant as it represents a deep set of community organizations CSD 16. Other organizations who voiced support during one on one conversations include Hope Gardens Community Center, serving families in CSD 32, Good Shepherd Services, serving families in CSD 16, Brownsville Multi Service Center, serving families in CSD 23 and Brooklyn College Early Childhood Development Center serving families in CSDs 23 and 32. More details of these conversations can be found in Response 03(h) Evidence of Outreach.

Day care centers serving children who will attend schools in the CSDs where we are proposing opening charters have shown support for Achievement First as well. This has been demonstrated through invitations to speak with families about attending Achievement First schools. These day care centers include Friends of Crown Heights (16, 17, 32), Brownsville Recreation Center (23), Salvation Army Bushwick After School (32) and Bushwick United Headstart 77 (32). While we recognize that student recruitment activities are considered distinct from community outreach, we feel that the recurring invitations from these daycare centers is a strong proxy for the support of the parents they enroll. A full list of daycares who invited Achievement First to speak recently is included in Response 14(c) Evidence



of Community Support.

As noted above, Achievement First is an active participant in the Community Partnership Program of Bushwick (Bushwick CPP), which represents 40 Community Organizations serving community members and families in CSDs 32 and beyond. Bushwick CPP has shown support of Achievement First's proposal to open additional charter schools in central Brooklyn by inviting Achievement First to spread the word at its Annual Arts and Crafts Fair. The flyer for the event is included in Response 14(c).

### **Elected Official Support**

State Assembly Member Walter Mosley, representing CSDs 16 and 17, also voiced "unwavering support" for the AF Charter School 10 & 11 proposals in a letter of support, citing the demand among his constituents for more educational options. Despite the fact that charter school parents are dramatically outnumbered by families enrolled in traditional district schools in their districts, Assembly Member Mosley was moved to support our application by constituents' demands for additional college preparatory public school options.

### **Opposition to the Proposals**

Rather than overt opposition to these proposals, we encountered many organizations who support them but offered feedback on how to make them more responsive to community needs (see specific feedback in Response 3c-Evidence of Outreach). These conversations strongly suggest that members of the community support charter schools that engage meaningfully with them and commit to solving the most important challenges facing public education. We are confident our sample of individuals and organizations is broadly representative of the communities we intend to serve, and we believe that the highly politicized rhetoric of a few loud voices in the charter school debate simply do not reflect the nuanced understanding of educational needs among community residents and leaders. For example, prominent charter opponent Zakiyah Ansari of the Alliance for Quality Education ("AQE") was invited to another Achievement First charter school in Brooklyn, and members of her team toured the school. While they did not voice support for these proposals, the discussion revealed significant overlap in the educational priorities of AQE and Achievement First, specifically as relates to genuine family and community engagement, and establishing better system-wide practices for supporting effective co-locations (the large majority of which do not involve charter schools). By engaging face to face with these organizations and actively participating in community networks like the Bushwick CPP, we have established a set of relationships that will allow AF Brooklyn Charter Schools 10 & 11 to collaborate meaningfully with the communities we serve to improve educational opportunities.

Evidence of the community support described above, including letters of support, petition signatures and daycare centers visited, are included in Response 14(c).

## Evidence of Community Support

<b>CSD</b>	<b>Support</b>
<b><i>CSD 16 (Bedford Stuyvesant)</i></b>	<p><b>Elected official support:</b></p> <ul style="list-style-type: none"> <li>• State Assembly Member Walter Mosley</li> </ul> <p><b>Community Organization support:</b></p> <ul style="list-style-type: none"> <li>• Bedford Stuyvesant Community Partnership Program</li> <li>• Good Shepherd Services</li> <li>• Jumpstart</li> <li>• Friends of Crown Heights</li> </ul> <p><b>Applications Per Seat: 5</b></p> <p><b>Signatures in support: 165</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Bedford Stuyvesant Block Party</li> <li>• Children’s Corner Daycare Center</li> </ul>
<b><i>CSD 17 (Crown Heights)</i></b>	<p><b>Elected Official Support:</b></p> <ul style="list-style-type: none"> <li>• State Assembly Member Walter Mosley</li> </ul> <p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Jumpstart</li> <li>• Friends of Crown Heights</li> </ul> <p><b>Applications Per Seat: 11</b></p> <p><b>Signatures in support: 62</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Crown Heights door knocking</li> </ul>

<p><b><i>CSD 23 (Brownsville)</i></b></p>	<p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Brooklyn College Early Childhood Development Center</li> <li>• Jumpstart</li> <li>• Brownsville Multi Service Center</li> <li>• Brownsville Recreation Center</li> <li>• The Community Coalition of East New York</li> </ul> <p><b>Applications Per Seat: 8</b></p> <p><b>Signatures in support: 308</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• Penn Avenue Train Station</li> <li>• Intersection of Pitkin and Saratoga</li> </ul>
<p><b><i>CSD 32 (Bushwick)</i></b></p>	<p><b>Community Organization Support:</b></p> <ul style="list-style-type: none"> <li>• Hope Gardens Community Center</li> <li>• ACE Integration Daycare Center</li> <li>• Bushwick Community Partnership Program</li> <li>• Brooklyn College Early Childhood Development Center</li> <li>• Friends of Crown Heights</li> <li>• Salvation Army Bushwick After School</li> <li>• Bushwick United Headstart 77</li> </ul> <p><b>Applications Per Seat: 5</b></p> <p><b>Signatures in support: 489</b></p> <p><b>Outreach locations</b></p> <ul style="list-style-type: none"> <li>• John Coker Daycare Center</li> <li>• Brisboy Park</li> <li>• Maria Hernandez Park</li> <li>• Bushwick CPP Arts Fair</li> </ul>

UJIMA Community Working Together Inc. with Achievement First,  
BMCI Bushwick Community Partnership And New Jerusalem United Methodist Church

# ARTS & CRAFTS

## ON THE LAWN

SATURDAY, JUNE 28<sup>th</sup> 12pm-4pm

484 Knickerbocker Avenue

FOOD, FUN,  
SNACKS &  
GIVEAWAYS

### Children's Activities:

- Arts and Crafts
- Story Time
- Games
- WIN Prizes in the "What Does the summer mean to you?" essay contest.

Looking for a Charter School 1st Grade Class, Pre-K, Child Care or Summer Camp? Community Partners will be there to help you find it.



STORY TIME BY



  
**Achievement First**  
PUBLIC CHARTER SCHOOLS  
[www.achievementfirst.org](http://www.achievementfirst.org)

**BMCI**  
Bushwick Community  
Partnership Program



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Andrea Battie	Bushwick	andrea Battie	06-19-14
Raymon Battle	Bushwick	Raymon Battle	06-19-14
Deborah Battle	East Bushwick	Deborah Battle	06-19-14
Nafasha Brown	Bushwick	N Brown	6-19-14
Russell Moore	Bushwick	R Moore	6-19-14
SHARON RICHARDS	BUSHWICK	S Richards	10/6/2014
Tamara Cole	East NY	Tamara Cole	6/19/2014
Lisa Robin	Canarsie	L Robin	6/19/2011
Felicita Romero	Bushwick	F Romero	6/19/14
FRANKLIN LOZADA	Bushwick	F-L	6-19-14



Achievement First

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Angelina Alicea	Bushwick	Angelina Alicea	6/19/14
Jessica Feliciano	Bushwick	Jessica Feliciano	6/19/2014
Angel R. Polanco Diaz	Bushwick	Angel R. Polanco Diaz	6/19/14
Julissa Acosta	Bushwick	Julissa Acosta	6/19/14
Lilibeth Acosta	Bushwick	Lilibeth Acosta	6/19/14
Ramon Reyes	Bushwick	Ramon Reyes	6/19/14
NORMA DE LOS SANTOS	Bushwick	Norma de los Santos	6/19/14
Lidia Ortiz	Bushwick	Lidia Ortiz	6/19/14
Cynthia Ortiz	Bushwick	Cynthia Ortiz	6/19/14
Felicia Burton	Crown Heights	Felicia Burton	6/19/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Wendy Garcia	Bushwick	Wendy Garcia	6/9/14
Demetra Frampton	Bushwick	Demetra Frampton	6/12/14
Lyndsi Hayes	Bushwick	Lyndsi Hayes	6/12/14
Alba Torres	Bushwick	Alba Torres	6/12/14
Jillian Ross	Astoria	Jillian Ross	6/12/14
Ali Appel	Union Sq.	Ali Appel	6/12/14
Mildred Vilella	Richmond Hill	Mildred Vilella	6/19/2014
Ryan Willm	Park Slope	Ryan Willm	6/19/2014
Sade' Johnson	Midwood	Sade' Johnson	6/19/2014
Rogers Williams	Fort + Greene	Rogers Williams	6/19/2014

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Cari da hugo	Bushwick	Cari hugo	6/6/14
Nydia Olas	Bushwick	Nydia Olas	6/6-14
Alicia Warner	Crown Heights	Alicia Warner	6-6-14
Anche Taylor	Bushwick	Anche Taylor	6-6-14
Miles Davis	Brooklyn	Miles Davis	6-6-14
Deirdre Battle	Brooklyn, NY	Deirdre Battle	6-6-14
Alanna West-Fields	Queens NY	Alanna West-Fields	6-6-14
Josun Mrakovic	Queens, NY	Josun Mrakovic	6/9/14
Jose Diaz	Jamaica NY	Jose Diaz	6/9/14
Miriam Montelli	Bushwick	Miriam Montelli	6/9/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dorothy Saint-Surin	BKlyn	Dorothy S.	6/6/14
Maggie Santiago	BKlyn	M. Santiago	6/20/14
Melvin Swain	Queens	Mel Swain	6/6/14
Gail Raghobar	Queens	Gail Raghobar	6/6/14
GAIL EARL O'NEAL	Manhattan	G. O'Neal	6/6/14
GINA KAMNIT	QUEENS	G. Kamnit	6-6-14
STANLEY Jenkins	BRONX	Stanley Jenkins	06.06.14
LORRAINE Rubino	Queens	Lorraine Rubino	6-6-14
Henry Lyons	Queens	H. Lyons	6/6/14
Cristian Fuentes	Queens	C. Fuentes	6-6-14
Maria Santiago	BKLYN	Maria Santiago	6-6-14
Rosa Zosque	BKLYN	Rosa Zosque	6-6-2014
PABLO SALINAS	BRUN	P. Salinas	6-6-2014
Marilyn Gonzalez	QUEENS	Marilyn Gonzalez	6-6-2014



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rico Dericé	New York	R Dericé	6/6/14
Nickie Rote	Brooklyn	Nickie Rote	6/6/14
Michael Howard	Brooklyn	Michael Howard	6/6/14
Boya Fitzgerald	Manhattan	Boya Fitzgerald	6/6/14
Anibal Crespo	BKlyn	A. Crespo	6/6/14
Samuel Ud	BKlyn	Samuel Ud	6/6-14
Ebony Lufford	BKlyn	E. Lufford	6-6-14
Marie Cash	Bushwick, BKlyn	Marie Cash	6/6/14
Shanae Scott	Bushwick	Shanae Scott	6/6/14
Sandra Roman	Bushwick	Sandra Roman	6/6/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Felicia Belton	Bushwick	Felicia Belton	6-7-14
Andrea Green	Bushwick	Andrea Green	
LEONARD BOYCE	BUSHWICK	Leonard Boyce	6-7-14
Jacqueline Russell	Bushwick	J. Russell	6-7-14
Lucinda Garun		Lucinda Garun	6-7-14
Adrienne Cumberbatch	Bushwick	Adrienne Cumberbatch	6-7-14
Loretta Evans	Bushwick	Loretta Evans	6-7-14
Antony She Hunt	Bushwick	Antony She Hunt	
Tony Camyl	Bedstuy	Tony Camyl	6/7/14
Jazzmin Edley	Bedstuy	Jazzmin Edley	6/7/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

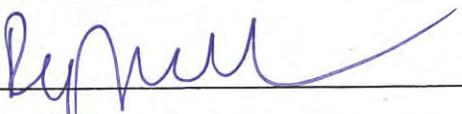
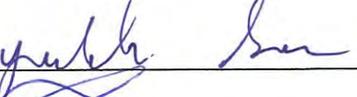
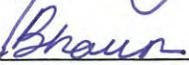
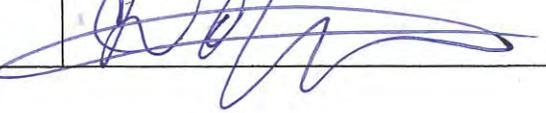
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Belinda Patan	Bushwick	Belinda Patan	4/7/14
Tasha Mendez	Bushwick	Tasha Mendez	4/7/14
Linda Jones	Bushwick	Linda Jones	
Nelson Cramer	Bushwick	Nelson Cramer	4/7/14
Bianca Carino	Bushwick	BC	6-7-14
David Good	Bushwick	David Good	6-7-14
Mike Schinas	Bushwick	Mike Schinas	6-7-14
Eric Schumway	Bushwick	Eric Schumway	6/7/14
Frances Johnson	Bushwick	Frances Johnson	6/7/14
Michael Nony	Bushwick	Michael Nony	



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JAMES KWAME	QUEENES	James	06-09-14
Anthony Rodriguez	Bushwick	Anthony Rodriguez	06-9-14
Carvin Skidmore	Bushwick	Carvin Skidmore	06-09-14
Marcos Castillo	Bushwick	Marcos Castillo	6-9-14
David Sanders	Bushwick	David Sanders	6-9-14
Vinda Bristol	Bushwick	Vinda Bristol	6/9/14
Sheldon Mitchell	Bushwick	Sheldon	6/9/14
Ana Zuniga	Bushwick	Ana Zuniga	6/9/14
Reina Ruiz	Queens	Reina Ruiz	6-9-14
Jishana Forbes	Brooklyn	Jishana Forbes	6/9/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ryan Reardon	East Village		6/9/14
Berkeley Emmett	Windsor Terrace		6/9/14
John Lawrence	Brooklyn		6-9-14
Lewis Talmann	Red Hook		6/9/14
<del>Ydania</del> <del>Seares</del>	Brooklyn		6/9/14
	Brooklyn		6/9/14
Brenden Johnson	Bushwick		6/9/14
Tahchae Brown	Bushwick		6-9-14
Jessica Kane	Bushwick		6/9/14
Dashawn Lynch	Bushwick		6-9-14

Adrienne Lorisau

①



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Bonita Haskins	Brooklyn	Bonita Haskins	6/6/14
Linda Salley	Brooklyn	Linda Salley	6-6-14
Deborah Walston	Brooklyn	Deborah Walston	6/6/14
Anneys Rodriguez	Queens	Anneys Rodriguez	6/6/14
Marta Lopez	Brooklyn	Marta Lopez	6/6/14
Toy M. Wingate	New Rochelle, NY	Toy M. Wingate	6/6/14
Tom Faulkner	Middleton, NJ	Tom Faulkner	6/6/14
Wilhelma Beate Wright	Queens	Wilhelma Beate Wright	6/28/14
RICHARD PARKER	Queens	Richard Parker	6/28/14
Marlene M. Legaspi	Millstone, NJ	Marlene M. Legaspi	6-30-14

Adrienne Loiseaux (2)

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Seth O'Hara	Bushwick	Seth O'Hara	6/6/14
Marcia Johnson	John Coker DEC.	Marcia Johnson	6/6/14
John Kellum	Bushwick	John Kellum	6/6/14
Brandon Jones	Bedstuy	Brandon Jones	6/6/14
Don Muzac	BEDSTUY	Don Muzac	6/6/14
Shatena Lindsey	bedstuy	Shatena Lindsey	6/6/14
Daniel Lindsey	bedstuy	Daniel Lindsey	6/6/14
Ana Reyes	Bushwick	Ana Reyes	6/6/14
Aquilino Lugo	Bushwick	Aquilino Lugo	6/6/14
Otilia Guillermo	Bushwick	Otilia Guillermo	6/6/14

AF-  
↓

Adrienne Loiseau

3



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Diana Ballesteros	Kew Gardens		6/6/14
Nora Collins	South Ozone Park		6/6/14
Blake Bensen	Crown Heights		6/6/14
Amarillis Francis	West New York		6/6/14
Hannah Rich	New Orleans		6/6/14
Anna Vermaire	Patasky		6/6/14
Jeanette Jamison	Kansas City		6/6/14
Belissa Mustafa	Bushwick		6/6/14
Irma Rosa	Bushwick		6/6/14
AMY Collazo	Bushwick		6/6/14

(Ms. Collins)

Adrienne Loiseau

④



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alicia Kukia	Astoria	Alicia K	6/10/14
Phyllana Joseph	Bushwick	Phyllana	6/6/14
Carlos Camballe	Bensonhurst	Carlos Camballe	6/6/14
Glennys Menez	[REDACTED]	Glennys Menez	6/10/14

(Ms. Collins)

Adrienne Loiseau (5)

John Coker Day Care



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Seth O'Garro	Bushwick	Seth O'Garro	06/09/14
Valerie Melvin	Bushwick	Valerie Melvin	06/09/14
Carmen DeLos Santo	Bushwick	Carmen DeLos Santo	06/09/14
Asia Watts	Bushwick	Asia Watts	06/09/14
Alida Singleton	Bushwick	Alida Singleton	06/09/14
John H.	Bushwick	John H.	06/09/14
D. Mitchell	Bushwick	Dorcas Mitchell	06/09/14
Mykelina Chiu	Bushwick	Mykelina Chiu	06/09/14
Brianne Small	Bushwick	Brianne Small	06/09/14



Adrienne Loiseau-

①

Brooklyn Old Timers Foundation

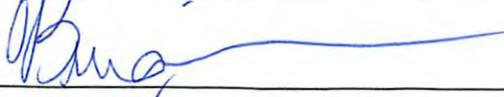
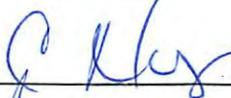
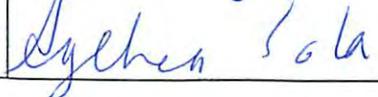


I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JANILE HALLETT	QUEENS	Janile Hallett	6/28/14
Stacy Datcher	Fort Greene	Stacy Datcher	6/28/14
Tamara Hallett	EAST NY BRONX	Tamara Hallett	6/28/14
RONALD BARWELL	Jamaica NY	Ronald Barwell	6/28/14
Roger Barwell	JAM. NY	Roger Barwell	6/28/14
GEORGE N BENJAMIN	JAM NY	George Benjamin	6/28/14
Ann Wilkinson	N.Y	Ann Wilk	6/28/14
Peter Holmes	Bedford Stuyvesant, BK	Pete Holmes	6/28/14
Alanna Carter	Williamsburg	Alanna Carter	6/28/14
JEAN E BENJAMIN	Jamaica NY	Jean E Benjamin	6/28/14



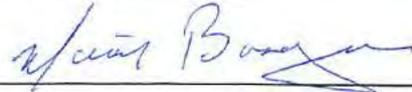
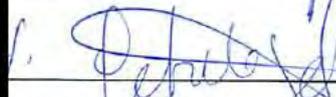
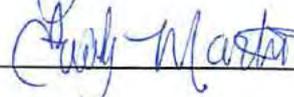
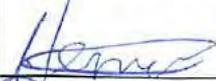
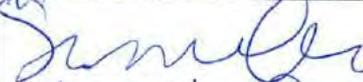
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JAMELL ZEID	CAVARSIE		6/29/14
MARIELLA MERCADO	RIDGEWOOD		6/28/14
EDDIE HERNANDEZ	RIDGEWOOD		6/28/14
DIGNA MORALES	BUSHWICK		6-28-14
Tishani Browne-Fortune	Bushwick		6-28-14
Tonya Andain	Bushwick		6-28-14
Doreen Manserata	Bushwick		6-28-14
Brianna Caraballo	Bushwick		6-28-14
Guido Alvarez	Bushwick		6/29/14
Ayeha Sola	Bushwick		

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Daisy Jimenez	Bushwick	Daisy Jimenez	
Rosalina Gomez	Bushwick	Rosalina Gomez	
Vanessa Ramos	Bushwick	Vanessa Ramos	
Leone I. Colectro	Bushwick	Leone I. Colectro	
Ezequiel De la Merced	Bushwick	Ezequiel De la Merced	
Alejandra Fawcett	Bushwick	Alejandra Fawcett	
Alicia Rojas	Bushwick	Alicia Rojas	
Luis Varquez	Bushwick	L. Va	
Mary Rivera	Bushwick	Mary Rivera	
Heraldo Somarriva	Bushwick	Heraldo Somarriva	
Issaura Somarriva	Bushwick	Issaura Somarriva	

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Casla Robison			6.28.14
Miriam Bosques			6-28-14,
Materida Eguind		Materida Eguind	6/28/14
Gabriela Gonzalez			6/28/14
Kate Sun	Bushwick		6/28/14
Emily Martinez	BUSHWICK		6/28/14
Lisette Martinez	Bushwick	Lisette Martinez	6/28/14
Henry Soriano	BUSHWICK		6/28/14
Samantha M.	East NY		6/28/14
Jamie Batista	Bushwick	Jamie Batista	6/28/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Chiola Parker	Crown Heights	Chiola Parker	6/19/14
Rashawn Jacobs	Williamsburgh	Rashawn Jacobs	6/19/14
Collin Clarke	BROWNSVILLE	Collin Clarke	6/19/14
Julia Jones	Bushwick	Julia Jones	6/19/14
Najah Graham	Bushwick	Najah Graham	6-19-14
Shante Watson	Bushwick	Shante Watson	06-19-14
Jasmine Allen	Bushwick	Jasmine Allen	June 19, 2014
Justine Craickshank	Bushwick	Justine Craickshank	06-19-14
Diane BENNETT	CARSI E	D. Bennett	6-19-14
Enifa Agosto	Bushwick	Enifa Agosto	6-27-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE
Loundes Jenkins	Harlem (Washington Heights)	Loundes Jenkins
Clare Stein	Williamsburg	Clare Stein
Jamaree Dow	East New York	Jamaree Dow
Jaden Dow	East New York	Jaden Dow
Elmara Sarpong	Flatbush	Elmara Sarpong
ARON PANTOJA	Bushwick	ARON
ILIZA RODRIGUEZ	Bushwick	ILIZA RODRIGUEZ
Sarah Aguilar	Bushwick	Sarah Aguilar
Bryan Martinez	Bushwick	Bryan Martinez
Steven Tementel	Bushwick	Steven Tementel

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Cassandra Collins	Brooklyn	C Collins	6/19/14
Whitman Peete	Bed Sty - BK	Whitman Peete	6-19-14
Walter Rampal	Brooklyn	Walter Rampal	6-19-14
Duncan Myers	Brooklyn	Duncan Myers	6-19-14
Rosa Medina	Brooklyn	Rosa Medina	6-20-14
Rosa Cruz	Brooklyn	Rosa Cruz	6-20-14
Yamari Torres	Brooklyn	Yamari Torres	6/20/14
Alvin Deas	Bed-stuy	Alvin Deas	6/20/14
Ciara Roman	Bed-stuy	Ciara Roman	6/20/14
Maria Trujillo	Canarsie	Maria Trujillo	6/20/14



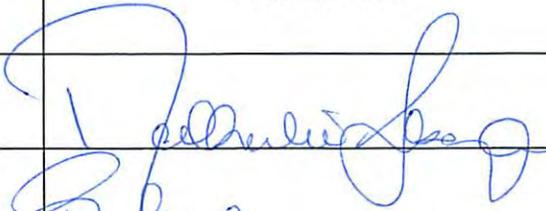
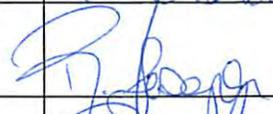
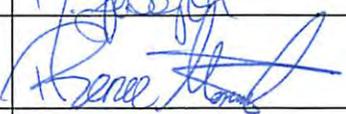
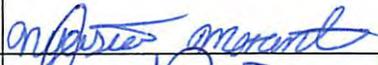
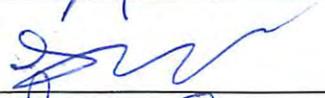
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Concepcion Mantilla	Bushwick	Concepcion Mantilla	6/11/14
Cathy Blevins	Bedford Stuyvesant	Cathy Blevins	6/11/14
Angie Phillips	Cobble Hill	Angie Phillips	6/11/14
Plamanta Mantilla	Bushwick	Plamanta Mantilla	6/11/14
Tracey Babb	Queen NY	Tracey Babb	6/11/14
Ebonie Daley-Hicks	Crown Heights	E. Hicks	6/11/14
Joyce Wright	Bklyn - NY 1124	Joyce Wright	6/14/14
Joel Chibbers	Queens NY	Joel Chibbers	6/14/14
Charisse Artis	Queens, NY	Charisse Artis	6/14/14
L Watson	Bklyn, NY	L Watson	6/14/14

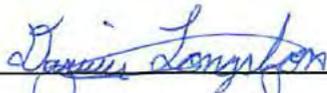
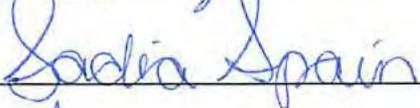
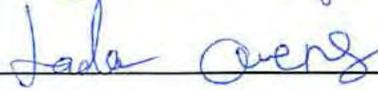
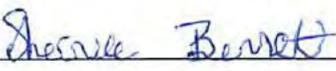
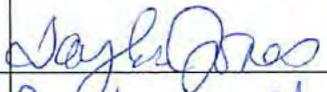
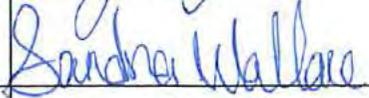
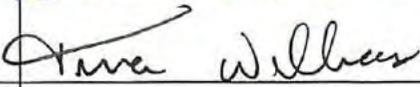
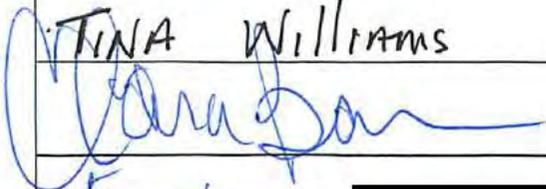
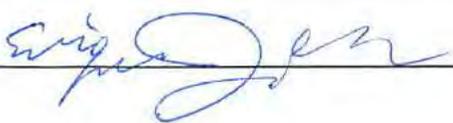
I support the opening of additional Achievement First K-12 charter schools in  
 my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Michelle Wright	Bed Stuy	Michelle Wright	6/14/2014
Sarina White	Bed Stuy	Sarina White	6/14/2014
Diane - Brinson	Coney Island	Diane Brinson	6-14-2014
Datama Cabbie	Bed Stuy	Datama Cabbie	6-14-2014
Faada Paris	Bushwick	Faada Paris	6-14-14
Angela Williams	Bushwick	Angela Williams	6/14/14
Flora King	CANARSIE	Flora King	6/15/14
Tiffany Gunn	Williamsburg	Tiffany Gunn	6/15/14
Jazlyn Gunn	Canarsie	Jazlyn Gunn	6-15-14
MOSTA SHORT	bed sty	MOSTA SHORT	6-15-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Nathalie Joseph	Bed Stuy		6/15/14
Rosemonde Joseph	Bed Stuy		6/15/14
Renee Morant	Sunset Park		6/15/14
Nyssia Morant	Sunset Park		6/15/14
Tina Baker	Brownsville		6/15/14
Dommonique Desilva	St. Albans		6/15/14
Ila Joseph			6/15/14
Latisha Crawford	EAST N.Y		6/15/14
Carolyn Dale	North-Haven		
Gloria Bennett	Bushwick		6/15/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shamar Longston	Brownsville		6-15-14
Darius Longston	Brownsville		6-15-14
Sadia Spain	Canarsie		6-15-14
Jada Owens	Sunset park		6-15-14
Sherice Bennett	Bushwick		6-15-14
Taylor Jones	Brownsville		6-15-14
Sandra Wallace	ENY		6-17-14
TINA Williams	ENY		6-17-14
	Bushwick		6/17/14
ENRIQUE [REDACTED]	BUSHWICK		6/17/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Januari Patterson	Bushwick Ave	Januari	6/17/14
Kellarnie McLean	Flatbush	J. McLean	6/17/14
Dawn Voss	East New York	Dawn Voss	6/19/14
Denise Collado	Bushwick	Denise Collado	6/19/14
Agnes Bishop	Flatbush	Agnes Bishop	6/19/14
Lauren Lilly	Bay Ridge	Lauren Lilly	6/19/14
Katherine Canales	Bushwick	Katherine Canales	6/19/14
<del>Katherine</del> Edas Canales	Bushwick	<del>Katherine Canales</del>	6-19-14
Jose Angulo	Bushwick	<del>Jose Angulo</del>	6-19-14
Rafael Collado	Bushwick	Rafael Collado	6-19-14



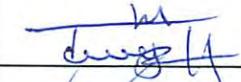
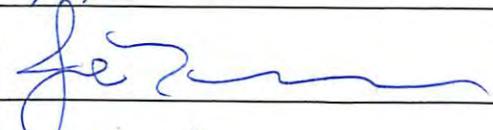
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rona Yanney	Manhattan		6/18/14
TULA RICHARDS	Brooklyn		6/28/14
Mary Shurtz	Ditmas Park		6/19/14
Lucas Mohr	Manhattan		6/19/14
ZAFFI OROCHI	Manhattan		6/19/14
Claire Shin	Manhattan		6/19/14
OLIVER MENDOZA	Queens		6/19/14
Adam Schwartz	Brooklyn		6/19/14
Chiamaka Omuorogbolu	Brooklyn		6/19/14
Eric Seely	Brooklyn		6/19/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Monique Smith	East New York	Monique Smith	6/19/14
Tracey Johnson	Brownsville	T. Johnson	6/19/14
Teresa Stewart	Flatbush	T. Stewart	6/19/14
Gisela Meadez	Bushwick	Gisela Meadez	6/19/14
Linda Chusgnus	East New York	Linda Chusgnus	6/19/14
Ashley James	East New York	Ashley James	6/19/14
Claudine Bradford	Brownsville	Claudine Bradford	6/19/14
JENNIFER CLOVIS	EAST NEW YORK	Jennifer Clovis	6/19/14
Rubin Canty	EAST NEW YORK	Rubin Canty	6/19/14
Jemela Daniels	East New York	J. Daniels	6.19.14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Oliver Roach	Bed stuy		6/19/14
Toni Harrington	ENVY		6/19/14
Bree Sparrow	Bed stuy	Bree Sparrow	6/19/14
Maria Rodriguez	Bed stuy		6/19/14
Lana Stevenson	CROWN HIGHT	Lana Steve	6/19/14
Tatiana Alkinson	CROWN HIGHT	R Alkinson	6/19/14
Patrick & Stephanie Allen	ENVY	P. Allen	6/19/14
JAMES E. Phillips	Bed stuy		6/19/14
Angie Phillips	Cobble Hill	A Phillips	6-19-14
Christopher Ortiz	Bushwick		6-19-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcy Knight	Bedstuy	Marcy Knight	6/19/2014
Markise Gonzalez	East New York	Markise Gonzalez	6/19/2014
Kisha Knight	Bedstuy	Kisha Knight	6/19/2014
Peter Uwalaka	Bedstuy	Peter Uwalaka	6/19/2014
Andre Wright	Bedstuy	Andre Wright	6/19/14
Katie Pollom	Bedstuy	Katie Pollom	6/19/2014
Angie Phillips	Cobble Hill	A Phillips	6.19.2014
Eliza Varner	Park Slope	Eliza Varner	6/19/14
Nicholas Profeta	Upper East Side	N. Profeta	6/19/14
Marc Sachse	Midtown W.	M. Sachse	6/19/14

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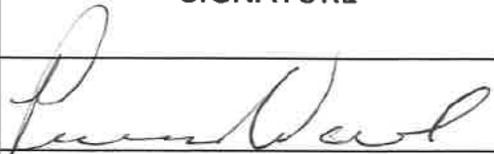
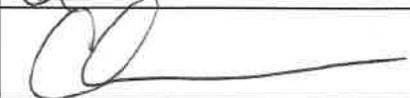
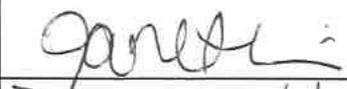
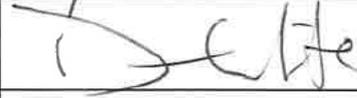
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jess Holiday	[REDACTED]	Jess Holiday	6/14/14
Charlotte Gardner	[REDACTED]	[REDACTED]	6/14/14
Jean Fedorak	Clinton Hill	[REDACTED]	6/14/14
Daniel Quroz	Bedstuy	Daniel Quroz	6/14/14
Tyrea Robbins	Bushwick	Tyrea Robbins	8/14/2014
Shakira Bolder	Bedstuy	Shakira Bolder	6/14/14
Vicki Kendrick	Brownsville	Vicki Kendrick	6/14/14
BARBARA Linchey	Crown Heights	[REDACTED]	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Kisten	SC	J Kisten	6/14/14
Sharon Lewis	Bronx	Sharon Lewis	6/14/14
Maudie Heary	Bklyn	Maudie Heary	6/14/14
Lori Blackman	SC	Lori Blackman	6/14/14
IFFAT KHAN	SC	iffat khan	6/14/14
Fritz Coupet	SC	Fritz Coupet	6/14/14
Amanda James	DG	A James	6/14/14
Faith JAMES	SC	Faith James	6/14/14
LOUISE DENNIS	SC	L Dennis	
Frank M. G. G.	SC	F. MAREAZZO	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Priscilla Ward	S.C		6/14/14
Quiana Murphy	SC		06/14/14
Charmaine Camose	SC		6/14/14
Janet Torres	S.C		6/14/14
Donovan White	S.C.		6/14/14
MARIE DOMINIQUE	SC		6/14/14
DARREN SALDANA	S.C.		6/14/14
Ivette Newland	SC		6/14/14
Ana Scho-Olivier	SC		6-14-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Keshia McCray	Spring Creek	Keshia McCray	6/14/14
Ganto Stephanie	Spring Creek	A. de AJ	6/14/14
BARON C SANDERS	SPRING CREEK	DC Sanders	6/14/14
Linda Sanders	Spring Creek	Linda Sanders	6/14/14
Florence Livingston	Spring Creek	Florence Livingston	6/14/14
Michelle Livingston	Spring Creek	Michelle Livingston	6/14/14
Valerie BOZEMAN	Spring Creek	Valerie Bozeman	6/14/14
Denise Durant	EAST New York	Denise Durant	6-14-14
Barbara Jenkins	CROWN Height	Barbara Jenkins	6-14-14
Shareen Henderson	SC	Shareen Henderson	6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Virginia Camacho			
Na-Shm I	Springcreek	Virginia Camacho	6-14-14
Na-shon Johnson	Springcreek	Na-shon Johnson	6-14-14
Lenford Campbell		L. Campbell	6-14-14
Joel Andrews	Spring creek	[Signature]	6/14/14
ANGELA RIVERA	[REDACTED]	Angela Rivera	6-14-14
Sandra Weed	Spring Creek	[Signature]	6-14-14
MARSHA SKYERS	Wick Spring Creek	M. Skyers	6/14/14
V. Quinn	Spring Creek	[Signature]	6/14/14
Almad Leo	Bobby	Almad Leo	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Raymond Lewis	Starrett City		6/14/14
TAMMY KIRKLAND	Brownsville		6/14/14
CYNTHIA WILSON	STARRETT	Cynthia Wilson	6/14/14
MARITZA Duarte	starrett	Maritza Duarte	6/14/14
Maricel M. Cuyut	Starrett City	M. Cuyut	06/14/14
Avilio Abario	STARRETT		6/14/14
MARK CESARZ	WOODSIDE	Mark	6/14/14
Bob Davian	WOODSIDE	Bob Davian	6/14/14
Rosanna Rhaburn	Bedstuy		6/14/14
CENNENCIA WEARY	STARRETT CITY		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Melinda Cruz	Starrett City	Melinda Cruz	6/14/14
Yvonne Brunet	Starrett City	Yvonne Brunet	6-14-14
Dawn Campbell	Starrett City	D. Campbell	6-14-14
Shatima Vincent	Starrett City	S. Vincent	6-14-14
Robert Diaz	Starrett city	R. Diaz	6-14-14
Clacia Manners	Canarsie	Clacia Manners	6/14/14
STANLEY BAICHU	STARRETT CITY	SB	6/14/14
Jahmal Weary	starrett city	Jahmal Weary	6/14/14
Tracie Martinez	Starrett City	T. Martinez	6/14/14
Teresa Martinez	Bensonhurst	Teresa Martinez	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Joy Griffin	SC	Joy Griffin	6/14/14
Tanaya Birk	SC	Tanaya Birk	6/14/14
Nicki Canady	SC	Nicki Canady	6/14/14
Lee Lih Lee	SC	Lee Lih Lee	6/14/14
Willie Grubb	S.C	Willie Grubb	6/14/14
Tammy Williams	S.C	Tammy Williams	6/14/14
Leonard McNight	S.C	Leonard McNight	6/14/14
Xavier Mendez	S.C	Xavier Mendez	6/14/14
Jerome Henderson	SC	Jerome Henderson	6-14-14
Linda Henderson	SC	Linda Henderson	6-14-14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Steven Bennett	S.C	S. Bennett	6/14/14
Shellie D. Welsh	SC	Shellie Welsh	6/14/14
Alfonso Wiggins	SC	Alfonso Wiggins	6/14/14
Michelle Rodriguez	S.C	Michelle Rodriguez	6/14/14
Omah Becona	SC	Omah Becona	6/14/14
Sheldon S	S.C	Sheldon S	6/14/14
Dimitry Turner	S.C	D. Turner	6/14/14
Gladys Martinez	SC	Gladys Martinez	6/14/14
N. Turner	SC	N. Turner	6/14/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Helen Marrazzo	S.C.	Helen Marrazzo	6/14/14
Dorian Marrazzo	S.C.	Dorian Marrazzo	6/14/14
Bryan Duran	S.C.	Bryan Duran	6/14/14
Helen Noreida	Harrett City	Helen Noreida	6/14/14
Eulalio Noreida	Harrett City	Eulalio Noreida	6/14/14
John Doran	S.C.	John Doran	6/14/14
Vesley Matney		Vesley Matney	6/14/14
Barbara Barnes	SC	Barbara Barnes	6/14/14
Darrell Dungee	SC	Darrell Dungee	6/14/14
Faida Dungee	S.C.	Faida Dungee	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ebony Bailey	Starrett City	Ebony Bailey	6/14/2014
Daphne [unclear]	Starrett City	Daphne [unclear]	6/14/2014
Bessie Grant	Starrett City	Bessie Grant	6/14/2014
F. Siler	Starrett City	F. Siler	6/14/2014
Donna Price	Starrett City	Donna Price	6/14/14
Kindra Peterkin	Starrett City	Kindra Peterkin	6/14/14
Queen Smith	Starrett City	Queen Smith	6/14/2014
Eric Maldonado	Starrett City	Eric Maldonado	6/14/14
Mary L. Chapman	S.C.	Mary L. Chapman	6-14-14
Jennifer Greenaway	Starrett City	Jennifer Greenaway	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annette Simmons	GC East New York	Annette Simmons	6/14/14
Carmen Camacho	<del>GC</del> SC	Carmen Camacho	6/14/14
Irene Wallace	GC	Irene Wallace	6-14-14
Gloria Thomas	GC	Gloria Thomas	6/14/14
Donna Smith	SC	D. Smith	6/14/14
Jennifer Atkins	SC	Jennifer Atkins	6/14/14
Marina Reyn	SC	Marina Reyn	6/14/14
Ashley And	SC	Ashley And	6/14/14
Rethorn Ford	SC	Rethorn Ford	6/14/14
A. Ford	SC	A. Ford	6/14/14

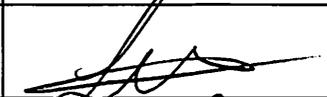
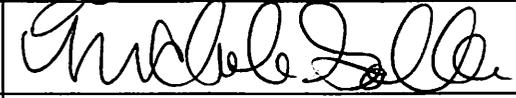
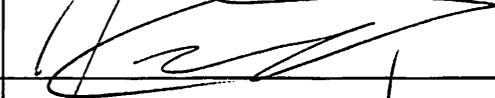
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kerline Mercius	ST	Kerline Mercius	6-14-14
Bertha Holmes	SC	Bertha Holmes	6-14-14
Claudine Pierre Louis	SC	Claudine Pierre Louis	6-14-14
Robert Isaac	SC	Robert Isaac	6/14/14
Brittany Anderson	SC	Brittany Anderson	6/14/14
Monica Dwyer	SC	M Dwyer	6-14-14
Giovanna Vernon	SC	G Vernon	6/14/14
Shawna Cooper	SC	Shawna Cooper	6/14/14
Joseph RBT		Joseph RBT	6/14/14
Stewart Rind		Stewart Rind	6/14/14

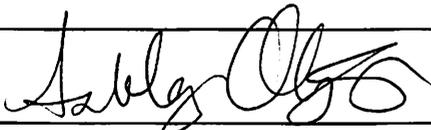
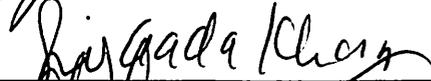
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annie Belle James	SC	Annie Belle James	6/14/14
AVA BECKWITH	SC	Ava Beckwith	6/14/14
Valerie L. Galloway	SC	Valerie Galloway	6/14/14
Alyssa Sealey	SC	Alyssa Sealey	6/14/14
Elaine Danks	SC	Elaine Danks	6/14/14
Louis Alleyne	SC	Louis Alleyne	6/14/14
Jackie Hardy	SC	Jackie Hardy	6/14/14
Michelle Britton	SC	Michelle Britton	6/14/14
Sidaine Sezebisck	SC	Sidaine Sezebisck	6/14/14
<del>Suzanne</del>	SC	<del>Suzanne</del>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Mitsuham Hadeishi	Bushwick		6/15/14
Gokce SENER	Bushwick		6/15/14
NIKI GOLLAN	Ridgewood		6/15/14
Nour Hadidi	Williamsburg		6/15/14
Molly Brisebois	East Village		6/15/14
Amy Jazzlyn	Bushwick		6/15/14
Josh Carter	Bushwick		6/15/14
Jean Cheryl	Bushwick		6/15/14
MUSTAFA ALROASAN	Bushwick		6/15/14
Ahmed Abdo	Bushwick		6-15-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ashley Ortiz	Corona		06/15/14
Delroy Johnson	Ridgewood'		6/15/14
Siyada Khan	central		6/15/14
Charmy Burton	Bedstuy		6/15/14
Vanessa molina	Bushwick	Vanessa molina	6/15/14
Narcisa Duteo	Brooklyn	<del>Narcisa Duteo</del>	6/15/14
Andrea Andrade	Brooklyn	Andrea Andrade	6/15/14
Mario Bernande	Brooklyn	Mario Bernande	6/15/14
Rocio Moranchel	Brooklyn		6/15/14
Yamel Frias	Brooklyn		6/15/14

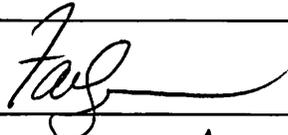
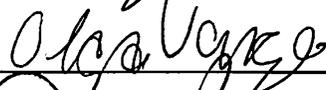
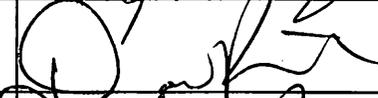
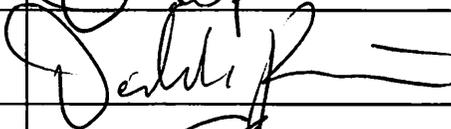
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tiray Gordon	East New York	Tiray Gordon	6-15-14
Mayte Huaman	Ridgewood	Mayte	6-15-14.
Mery Chan	Bushwick	<del>Mery Chan</del>	6-15-14
Joylyn DeHaney	Bushwick	Joylyn DeHaney	6-15-14
Helean Gouez	Bushwick	Helean Gouez	6-15-14
Holises M.		Holises M.	6-15-14
Alvaro Miranda	Bushwick	Alvaro Miranda	6-15-14
Francis Estevez	Glendale	Francis Estevez	6-15-14
Chrissy Birriel	Bushwick	Chrissy Birriel	6/15/14
Shann Chance	Bushwick	Shann Chance	6/15/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Abdullah Ali: <del>James</del>	Bushwick	Abdullah Ali James	06/15/2014
<del>Abdullah Ali</del>	Bushwick	<del>Abdullah Ali</del>	06/15/2014
Dark Heredia	Bushwick	Dark Heredia	06/15/2014
Francisco Rosario	Bushwick	Fco. Rosaro	
Joshua Ojeda	Glendale	Joshua Ojeda	6/15/14
Leticia Navarrete	bushwick	Leticia	6/15/14
Azuena Luna	Bushwick	Azuena	6/15/14
Marcia Perez	Bushwick	Marcia Perez	6-15-14
Michelle Vassallo	Bushwick	Michelle Vassallo	6-15-14
Andrea Perez.	Bushwick	Andrea S.	6-15-14.

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Faith Brown	Bushwick		6/15/14
EMMET ELIOT	RIDGEWOOD		6/15/14
Anudari Amarturshin	Woodside		6/15/14
Olga Vargas	Ridgewood		6/15/14
David, Rivera	Ridgewood		6/15/14
Debbie, Rivera	Ridgewood		6-15-14
Monique Sterling	Queens		6/15/14
Shantal Horie	Bushwick		6/15/14
Kenneth Sacas	Bushwick		6/15/14
Shantal Horie	Bushwick		

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
DEON LOWE	Bushwick	Deon Lowe	06/04/14
Japha Cenn	Little Neck	Japha Cenn	06/07/14
Sebastian Toste	Lawrence	Sebastian Toste	— 11 —
Binhua Wang	Flushing	Binhua Wang	06/07/14
Mira Daoud	Flushing	Mira Daoud	6/7/14
Shazie Bahja	Queens	Shazie Bahja	6/7/14
Simeon Krastev	Queens	Simeon Krastev	6/7/14
Maricela Reyes	Queens	Maricela Reyes	6/7/14
Alfa Santiago	Manhattan	Alfa Santiago	6/7/14
Marlene Fernandez	Queens	Marlene Fernandez	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shanice Jones	Queens L.I.C	Shanice Jones	6/14/14
Darwin Lituma	Ridgewood	<del>Shanice Jones</del>	6/14/14
Daniella Douglas	Queens NY	Vanille Pappas	6/14/14
Momia	Queens	<del>Shanice Jones</del>	6/14/14
Darjien Lucas	Queens L.I.C	Darjien Lucas	6/14
Catherine Batista	Queens	Catherine Batista	6/14/14
Kazumi Yamazaki	Manhattan	<del>Shanice Jones</del>	6/14/14
Bryan Cotto	Queens	Bryan Cotto	6-14-14.
Jalis Civil	<del>Queens</del> Brooklyn	Jalis Civil	6-14-14
Kyle St. Paul	<del>Queens</del> Woodside	Kyle St. Paul	6/14/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Magali Perez	Queens	magali perez	6-7-14
Luis Sanchez	Queens	Luis Sanchez	6-7-14
Jahir Palgot	Queens	Jahir Palgot	6-7-14
Pamela Dolma	Queens		6-7-14
Ivette Perez	Queens	Ivette Perez	6-7-14
Oydin Abdusamajova	Astoria/Queens	O. Abdusamajova	6-7-14
Lina Arzuman	Astoria/Queens		6/7/14
Natalie Henry	Queens	N. Henry	6.7.14
Anxhela Bahja	Queens	<del>Anxhela Bahja</del>	6.7.14
Arben Bahja	Queens		6.7.14

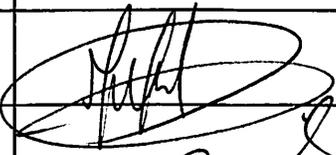
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
	Bushwick <del>Savona</del>	SALMA	5/6/2014
Elisabeth Alten	Bushwick	Elisabeth Alten	5/6/14
Neluma Rahman	Astoria	<del>Neluma Rahman</del>	6/7/14
LUIS OLIVERA	ELMHURST		6/7/14
Tania Attard	Astoria	Tania Attard	6/7/14
Sanya Forbes	Ozone Park NY	Sanya Forbes	6/07/14
Meena Rai	Jackson Height Elmurst.	Meena Rai	6/07/14
Sokol Bahja	Queens	Sokol Bahja	6/07/14
Sheena Faggs	Jamaica	Sheena Faggs	6-7-14
KALIEM HARPER	Rockaway Queens		6-7-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE*	SIGNATURE	DATE
Janisa la Paz	East N.Y.	Janisa la Paz	6/14/14
Miguel Galvez	Brooklyn	Miguel Galvez	6/14/14
Tamara Davis	Brooklyn	Tamara Davis	6/14/14
Dominique Harper	Brooklyn	Dominique Harper	6/14/14
Naseem Jalil	Manhattan	Naseem Jalil	6/14/14
Elizabeth Ufendy	Bronx, NY	Elizabeth Ufendy	6/14/2014
Fortunato J. Jara	Bronx, NY	Fortunato J. Jara	6/14/2014
Desmond Smith	Bronx, NY	Desmond Smith	6/14/14
Radi U chowdhury	Bronx.	Radi U chowdhury	6/14/14.
Jafar A. Baber	Queens	Jafar A. Baber	6/14/14

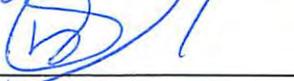
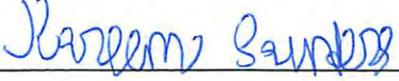
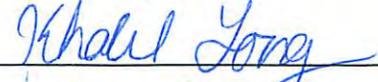
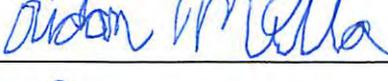
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lymik McNeil	Bushwick		June 14/2014
<del>Oscar</del>	Bushwick	<del></del>	June 14/2014
Christopher Estrella	Bushwick		
Elians Vega	Ridgewood	E. Vega	June 14/2014
Jerell Stearns	Bushwick		June 14/2014
Jeremy Mendez	Bushwick	Jeremy Mendez	June 14, 2014
<del>Oliver Ramos</del>			
Patricio Ramos	Bushwick		June 14, 2014
José Pilapud	Bushwick		June 14/2014
Mrs. Moperto	Bushwick		June 14-14

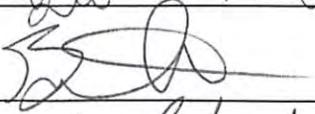
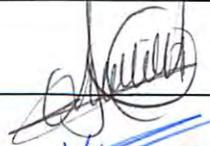
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Titranun Aindjorn	Sunny Side, Queen	Titranun	14/06/2014
Preyakorn Sudtasri	Sunny Side, Queens	Preyakorn	14/06/2014
Dane Scarlett	Bushwick	Dane Scarlett	06-14-14.
Bryant Ruckoff	Williamsburg	Bryant Ruckoff	6-14-14
Joy Hanson	Park Slope	Joy Hanson	6-17-14
Lesbia Cruz	Kneebocker	Lesbia Cruz	6-14-14
Eartha McCormick	MAN	Eartha McCormick	6/14/14
ROSA BUETA			
Alema Acvedo Gonzalez	Bushwick	Alema Acvedo Gonzalez	6/14/14
Jacqueline Gonzalez	Ridgewood	Jacqueline Gonzalez	06/14/2014

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Zuviga	Astoria, Queens		6/14/14
Ysabelle Bismonte	Jamaica, Queens		6/14/14
JENNY LEE	WOODSIDE, QUEENS		6/14/14
DALHEA KIM	ASTORIA, QUEENS		6/14/14
Kareem Saunders	Astoria, Queens		6/14/14
Brandon Otero	Bed-Stuy - Brooklyn		6/14/14
Khalil Long	East Flatbush, Brooklyn		6/14/14
Aidan Meyba	East Harlem, Manhattan		6/14/14
Diamond Medina	Flushing, Queens		6/14/14
Kat J.	Flushing, Queens		6/14/14

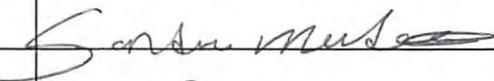
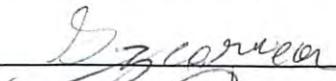
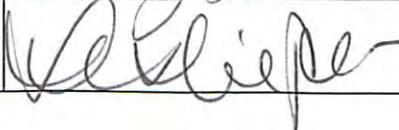
I support the opening of additional Achievement First K-12 charter schools in  
 my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Elan Harry	Corona		6/14/14
wafae belkhir	Astoria	wafae belkhir	6/14/14
Steven Delgado	Glendale	Steven D	6/14/14
Daisy Rodriguez	Corona	Daisy Rodriguez	6/14/14
Edgar Rivera	Jackson Heights	Edgar Rivera	6/14/14
Kyle St. Paul	Wood Side	Kyle St. Paul	6/14/14
Bernie Sanchez Ochoa	Kew Gardens		6/14/14
Heeter olvera	Corona	Heeter	6/14/14
Senjin Romero	Brooklyn		06/14/14
Hayden Lopez	Corona		06-14-2014

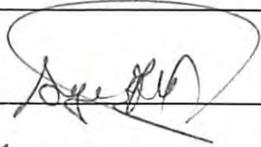
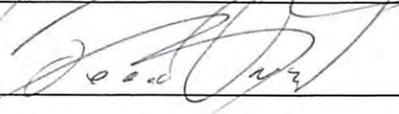
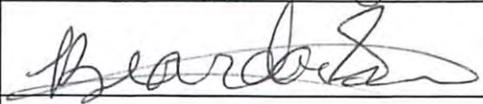
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria De los Santos	Bushwick.	Maria De los Santos	06/08/14.
Braulio Chaglle	Bushwick	<del>Braulio Chaglle</del>	06/13/14
Samantha Stella	Bushwick	Samantha Stella	06/13/14
Christina Rodriguez	Bushwick	<del>Christina Rodriguez</del>	6/13/14
Sherry & Ashley Silva	Bushwick	<del>Sherry &amp; Ashley Silva</del>	6/13/14
Mario Selgado	Bushwick	<del>Mario Selgado</del>	6/13/14
Isabel Muñoz	Bushwick	<del>Isabel Muñoz</del>	6/13/14
Yanifer Garcia	Bushwick	Yanifer Garcia	6/13/14
Maria Hernandez	Bushwick	<del>Maria Hernandez</del>	6/13/14
Angel Torres	Bushwick	Angel Torres	6/13/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
AMISHVENDY POSTA			6/14/14
Asia A. Gibson	Bushwick		6/14/14
DASHAWN PAREDES		DASHAWN PAREDES	
Alma Ruiz	Buswick		6/14/14
Sandra mendez			6/14/14
Estela Marin	Buswick		6/14/14
RAYRAY colon	Buswick	RAYRAY	6/14/14
DAMIAN CORREA	Rigwood		6/14/14
Timothy Shannon	Buswick	Timothy Shannon	6/14/14
Leslie Moran	Bushwick		06/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Segundo Maliza	Bushwick		6-14-14
William Tiban	Bushwick		
GENTRY Quispe			
Cesar Lopez	Bushwick	Antoni	
Jeremy Matos	Bushwick	Jeremy Matos	6/14/14
Dennis Serrano	Bushwick	Dennis Serrano	6/14/14
Brandon Smith	Ridgewood		6/14/14
Daouda Mangano	Brownsville	Mangano D	6-14-14
R. Risvy HASAN	Carnise		6/14/14

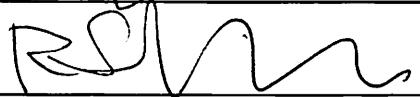
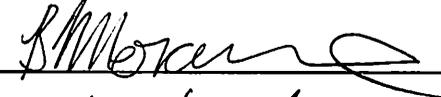
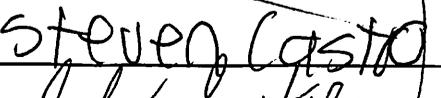
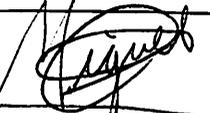
Jan David Estrada



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shawniqua Taylor	Spanish Harlem		6/5/14
Dorleni Mercede	Brooklyn New York	<del>Mercede</del>	6/5/2014
JONATHAN SANDERS	Brooklyn New York		6/5/14
Samuel Hernandez	Brooklyn		6-15-14
Ruben Herrera	Bushwick	Ruben Herrera	6/5/14
Wendy Molina	Brooklyn		06/06/14
Rosa Centeno	Brooklyn		06/06/14
Anallely Garcia	Brooklyn		06-06-14
* <del>Maria Salgado</del>	Brooklyn		06/06/14
Teresa castillo		Teresa castillo	06-6-14
Karla mahipat	Queens	Karla mahipat	6-6-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

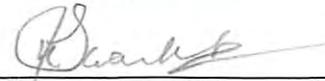
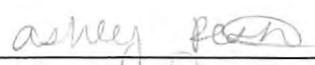
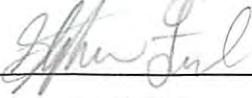
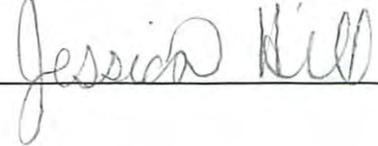
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Luis G.	Bushwick		6/15/14
David W	Bushwick		6/15/14
Emily F	Bushwick		6/15/14
Robert S.	Bushwick		6/15/14
Ana Rodriguez			6/15/14
Belinda Merceron	Bushwick		6/15/2014
Mariam Unelpassi	Bushwick		6/15/2014
Shagunta Raymond	Queens		6/15/14
Steven Castro	Queens		6-15-14
Carlos Santiago	Bushwick		6/15/14
Miguel Angel Vargas	brooklyn		6/15/14
Edwin P			

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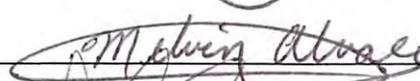
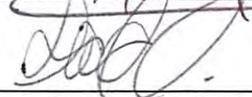
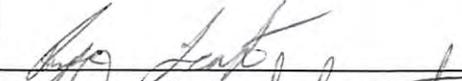
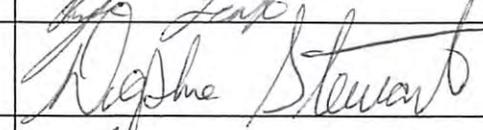
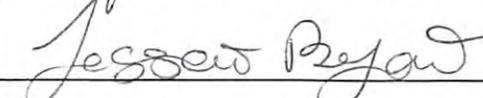
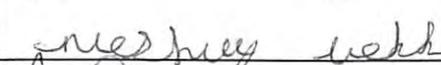
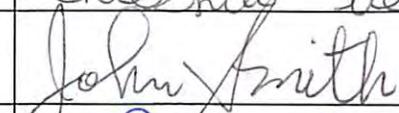
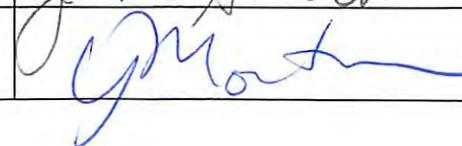
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Socorro Amaro		Socorro Amaro	6-15-14
Sinaí Amaro		Sinaí Amaro	6/15/14
Rosa Beleniz		Rosa Beleniz	6/15/14
Minerva Richardson		Minerva Richardson	6/15/14
Felice Valentin		Felice Valentin	6/15/14
Whime Palmo		Whime Palmo	6/15/14
Laura Asitimbay		Laura Asitimbay	6/15/14
Haoyoung Kim		Haoyoung Kim	6/15/14
Andrea Kao		Andrea Kao	06/15/2014
Aly Neil		Aly Neil	6/15/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dawn Jones	FLATBUSH		6/13/14
Michael Scantebury	FLATBUSH		6/12/14
Ashley Pessio	Prospect Lefferts Gardens		6/16/14
Pam Sacktor	Greenpoint		6/16/14
Lois Stuy	East New York		6/16/14
Lois Stuy	ENY		6/16/14
John Friend	Crown Heights		6/16/14
Patricia	East N.Y.		6/16/14
Jessica Hill	Bed-Stuy		6/16/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lolita Dormer	Barbey St		6-15-14
Wanda T. Infante	ENY		6-15-14
MELVIN	ENY	<del></del>	6-16-14
Sade Clarke	ENY		6-16-14
Roger Leak	Sheepshead Bay		6-16-14
DAWNE STEWART	ENY		6-16-14
Jessie B. Bryant	ENYC		6-16-14
Nieshia Webb	ENYC		6-16-14
John Smith	ENYC		6-16-14
Yonette Mounter	Chestnut St		6-16-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jorge Acenado	Bushwick Brooklyn	Jorge Acenado	6/7/14
Shauna Thomas	Bushwick	Shauna Thomas	6/7/14
Christina Allen	Bushwick	Christina Allen	6/17/14
Angel L. Reyes	Bushwick	Angel Reyes	6/7/14
Esmael Rivera	Bushwick	Esmael Rivera	6-7-14
Margot Suarez	Bushwick	Margot Suarez	6-7-14
Tromoki Takemura	Bushwick	Tromoki Takemura	6/7/14
Alfred James	Williamsburg	Alfred James	6/7/14
Hanifa Kocain	Ozone Park	Hanifa Kocain	6/14/14
GEORGE B. BRASON	BUSHWICK	George B. Brason	6/14/14

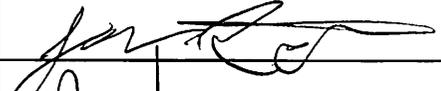
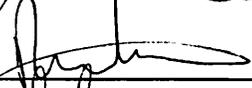
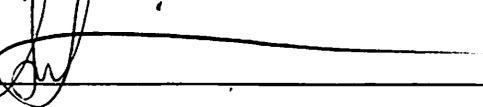
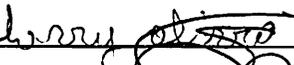
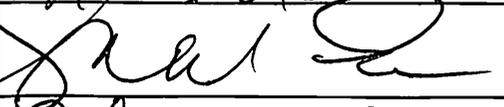
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Theodore Herring	Brownsville	<i>Theodore Herring</i>	6-14-04
Jenny DeDeau	East New York	<i>Jenny DeDeau</i>	6-14-14
Ernestine A. Ken	East New York	<i>Ernestine A. Ken</i>	6-14-14
Stacey Lodge	Brownsville	<i>Stacey Lodge</i>	6/14/14
Bentley Kennedy	Brownsville	<i>Bentley Kennedy</i>	06-14-14
Antoinette Williams	E. n. y.	<i>Antoinette Williams</i>	6-14-14
Nodmy Miguel	East NY	<i>Nodmy Miguel</i>	6-14-14
Gibby K.	Bronx	<i>Gibby K.</i>	6-14-14
Yohanna Sanchez	Bronx	<i>Yohanna Sanchez</i>	6-14-14
Dadia Gvity	East NY	<i>Dadia Gvity</i>	6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gloria Ayumeliran	East New York	G-Ayumeliran	6/14/14
Dawn Voss	East New York	Dawn Voss	6/14/14
Dranie Zappke	East New York	Dranie Zappke	6/14/2014
Desmond Miller	EAST NYONK	[Signature]	6/14/14
AMARU KNOX	BRONXVILLE	[Signature]	6/14/14
Nadine Perkins	Crown Heights	Nadine P	6-14-14
Dawn Vereen	Flatbush	[Signature]	6-14-29
Iyeshia Afston	Bushwick	Iyeshia Afston	6/14/14
Octavia Dams	City Line	[Signature]	6/14/14
GREGORY BOUKIANT	CROWN HEIGHTS	[Signature]	6-14-14

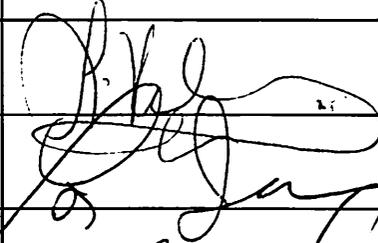
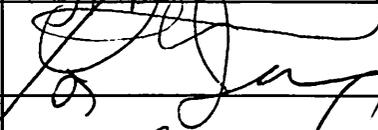
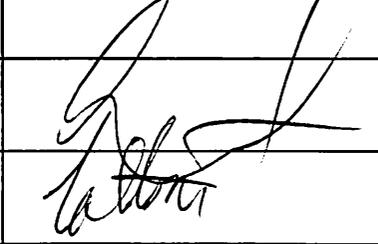
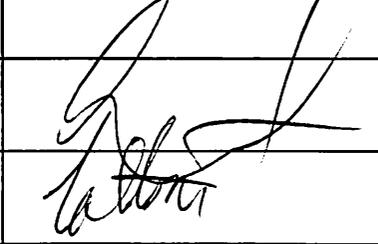
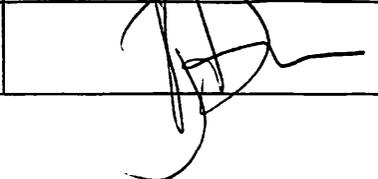
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Heidy Martinez	South side		6/7/14
Jasmin Collado	Williamsburg		6/7/14
Argenys Brito	Brownsville		6/7/14
Altagracia Perra	Bzone park		6/7/14
Laris Ochoa	Williamsburg		6/7/14
Marilyn Hernandez	Brownsville	Marilyn Hernandez	6/7/14
Alex Bracey	Williamsburg		6/7/14
Maria Acuña	Queen	Maria Acuña	6/7/14
Marilyn Aponte	Queen		6/7/14
Angie Lopez	Queens	Angie Lopez	6/7/14

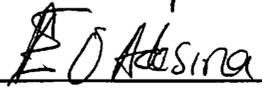
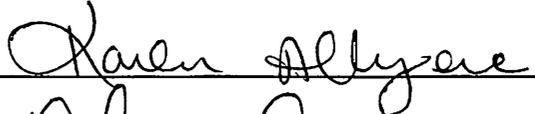
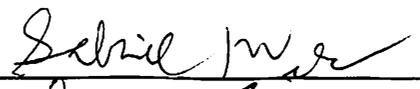
I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
PRECIOUS PERKINS	East New York	P. Perkins	6/10/14
Jason Riddick	East New York	Jason Riddick	6/10/14
Michael Bennett	Brownsville	M. Bennett	06/10/14
Bernard Wilkinson	East NY	B. Wilkin	06/10/14
Troy Garraway	East N.Y.	T. Garraway	06/10/14
Colore Muro	East NY	C. Muro	06/10/14
Frank Price	Brownsville	F. Price	06/10/14
CLAUDIUS REGIS	EAST N.Y.	Claudius Regis	06.10.14
Kaeron Hoare	East N.Y.	Kaeron Hoare	6/10/14
K.D. Lewis	East NY	K.D. Lewis	6/10/14

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Neslie Velazquez	Brownsville		6/14/14
Joy San Juan	Bedstn		6/14/14
Phillip L. TAVARA	QUEEN		
Anthony Clark	CONASSIC		6/14/14
DR. Hakeem Cotton	ENY		
Jerry Key	BEDSTIVEN		
Janette LaSaine	ENY	Janette LaSaine	6/14/14
Joshua Barker	ENY		6/15/14
C. Wain	Crown Heights		6/14/14
Pythagore Antoine	East Flatbush		6/14/14

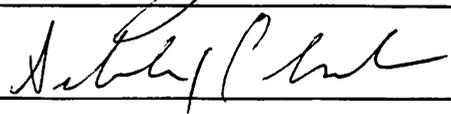
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Ogunleye	East NY		6/10/14
Olujoke Akindipe	E NY		6/10/14
Adesina Eunice	East New York		6/10/14
KAREN ALLYENE	EAST NY		6/10/14
Velda Charles	East NY		6/10/14
Karl Benedith	EAST NY		6-11/14
FREDRICK BROWN	Bushwick		6/14/14
GABRIEL WILSON	reef Island		6/14/14
Andre Thomas	Flatbush		
Christian Astin	E NY		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcus Simon	East New York	Marcus Simon	6/14/14
Christina Serrano	East New York	Christina Serrano	6/14/14
Chenica Downing	E.N.Y.	Chenica Downing	6/14/14
Olawale Ayobayo	ENY	Olawale Ayobayo	6/14/14
Joann Roldan	ENY	Joann Roldan	6/14/14
Joanna Rodney	ENY	Joanna Rodney	6/14/14
Darryl Worley	ENY	Darryl Worley	6/14/14
Louis Rogers	ENY	Louis Rogers	6/14/14
Lourdes Santana	ENY	Lourdes Santana	6/14/14
Anita Walker	ENY	Anita Walker	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tommy Habacker	East NY		6/14/14
Brandon Powell	East N.Y		6/14/14
Georgia Well	East N.Y	G. Well	6/14/14
Kenan McColb	East N.Y	K. McColb	6/14/14
RANDY FIGGURES	EAST-N.Y	R. Figures	6/14/14
EVELYN Ramos	EAST NY	Evelyn Ramos	
MARCO JACOME	EAST NEW		6/14/14
Albinos Byls	East		
Nakeema Haze	williamsburg		
Ashley Clarke	East NY		6/14/14

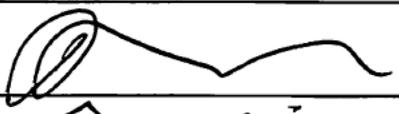
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Mickell Ross	East NY	M Ross	6-10-14
Vanessa H. Meyer	East New York	Vanessa H Meyer	6-10-14
Maxine Ingram	ENY	M Ingram	6-10/2014
Keturah Noble	ENY	Keturah	6/10/14
Linda Jordan	ENY	L. Jordan	6/10/14
Derwin Woods	ENY	Derwin Woods	6/10/14
Stephanie Brown	ENY	Stephanie Brown	6/10/14
Carol Forrester	ENY	Carol Forrester	6/12/2014
Natesha Lewis	ENY	Natesha Lewis	6/12/2014
Shamona Kirdland	Canarsie	Shamona Kirdland	6/14/2014

I support the opening of additional Achievement First K-12 charter schools in  
my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Prudencia Lindo	Canarsie	Prudencia Lindo	6-16-14
Roderick Harrington	East New York	Roderick Harrington	6-16-14
Dwayne Miller	EAST N.Y.	D-Miller	6-16-14
Deon Lewis	EAST N.Y.	Deon Lewis	6-16-14
Ronald Lopez	East New York	Ronald Lopez	6-16-14
Robert Harris	E.N.Y.	Robert Harris	6-16-14
Shawn J. Vernon	EN.Y.	Shawn J. Vernon	6-16-14
Maya Jimmy	E.N.Y.	Maya Jimmy	6-16-14
ALYSSA OH	NYC	Alyssa Oh	6-16-14
KELLY Gray	ATAC.	Kelly Gray	6-16-14

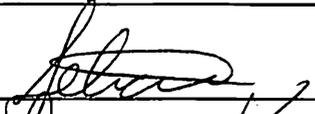
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
YOUSUANE	East New York	X	6-7-14
Akeem Dean	East New York		6-7-14
SONYA SMITH	EAST NEW YORK		7 JUN 14
Desiree Holmes	EAST NEW YORK		6/7/14
Dalila Babcia	East NY		6/7/14
Donna Dreker			6/7/14
Robert Fields		Robert l Fields	6/7/14
Lanora Alston	East NY		
Shana Colclough		S. Colclough	
Barbara McConnell	Crown Heights	B McConnell	

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria Navarro	East New York	M. Navarro	6/7/14
Donna Moore	East New York	Donna Moore	6/7/14
Nylon Anthony	East New York	Anthony Nylon	6/7/14
Kelly Marrero	East New York	Kelly Marrero	6/7/14
Jonathan Villanueva	East New York	<del>Jonathan Villanueva</del>	6/7/14
Keith Ezell	ENY	K. Ezell	6/7/14
INDIRA LAVANN	HARLEM	I. Lavann	6/7/14
Ryan Capers	ENY	R. Capers	6-7-14
Jamasia Walker	ENY	Jamasia Walker	6-7-14
Nykiea Cohen	Albany ny	Nykiea Cohen	6-7-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Telicia Dejesus	ENY		06/14/14
Jayne Krawl	ENY	Jayne Krawl	06/14/14
Mark Bennett	ENY	Mark Bennett	6-14-2014
Anthony Taylor	QUEENS	Anthony Taylor	6-14-2014
DARRILE ROBINSON	BKLY	Darrile Robinson	6-14-14
ERIC GRIMES	BK	Eric Grimes	6-14-14
Elea Same	en y	Elea Same	6/14/14
Erick Gordon	en y	Erick Gordon	6/14/14
Ronnie Kirby	ENY	Ronnie Kirby	6-14-14
Carmen Norée		Carmen Norée	



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jordan Rodney	ENY	Jordan Rodney	6-14-14
Cassidy Tyjuan	ENY	Cassidy Tyjuan	6-14-14
Jasmine Bussell	ENY	Jasmine Bussell	6/14/14
Sean Abney	ENY	<del>Sean Abney</del>	6/14/14
TREVOR ROYCE	ENY	Trevor Royce	6/14/14
Robenson Henry	ENY	K6 <del>Henry</del>	6/14/14
Diana Vargas	ENY	Diana Vargas	6/14/14
Kenzel Collins	ENY	Kenzel Collins	6/14/14
Christall Esson	<del>ENY</del> ENY	Christall Esson	6/14/14
Brittany Harris	ENY	Brittany Harris	6/14/14



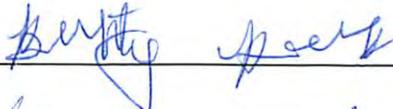
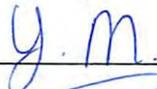
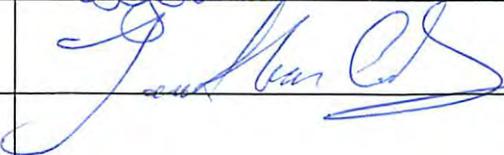
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
E Jay Lewis	East NY		6/14/14
Andres CHAVEZ	East NY		6/10/2014
Lisa DAVIS	Bed Stuy Crown Heights		6/10/14
Latoya Harper	Reel Hook		6/10/14
Lena Gates	MANASSIE		6/10/14
BRICE Vainqueur	East NY		6/10/14
CHRIS BRIMM	EAST NY		6-10-14
Paul Semple	" "		6-10-14
Vannessa Mowatt	East NY		6-10-14
Andres Hull	Bed Stuy		6-10-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

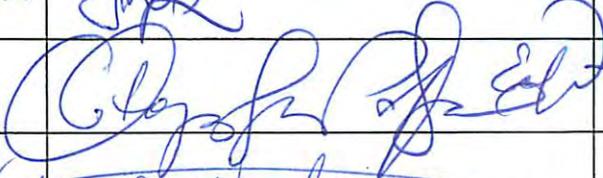
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Zachary M Green Jr		Zachary M Green Jr	6-14-2019
Shaquana Brown		S. Brown	6-14-2019
Carissa Henderson		<del>Carissa Henderson</del>	6-14-19
Jenika Mullen	Bed-Stuy	Jenika Mullen	6/14
Chupe Solomon	Bed-stuy	Chupe Solomon	6/14/19
William Joyner	Bed-stuy	Wm Joyner	6/14/19

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Brittly Davis	Bedstuy		6/14/14
Isaac Marcel	New Lots		6/14/14
Brittany Powell	Brownsville		6/14/14
Yaraliz Munoz	Bedstuy		6/14/14
Greg Solomon	East NY		6/14/14
Edgar Pardo	Bushwick		6/14/14
Jonathan Linnell	Bushwick		6/14/14



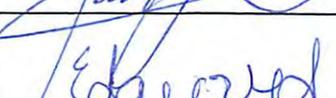
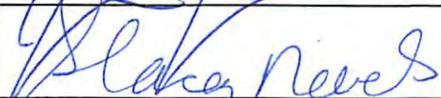
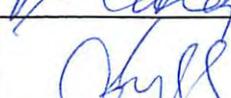
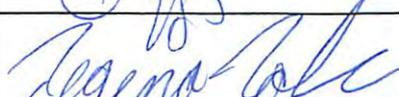
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Brian Smith	Clinton Hills		6/14/14
Lukas Terokay	London, UK	L Terokay	6-18-14
Stephen Gilman	Upper West Side, NYC		6/14/14
Christopher Sewell	Flatbush		6/14/14
Monique Washington	Sheepshead/Flat	<del>MS Ward</del>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dorielin Quiroz	Bed Stuy	Dorielin Quiroz	06/14/14
Gustavo Jimenez	Bushwick	Gustavo Jimenez	6/14/14
Marvin Cordova	East Ny	Marvin Cordova	6/14/14
Mary Boas		M. Boas	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kim Y. Archer	Prospect Heights		6/14/14
Gordon Lamour	Queen County		6/14/14
Edward DeCarosa	Bushwick		6/14
Jenna Lemposis	Clinton Hill		6/14/14
Stacey Nevels	Bushwick		6/14/14
Celia Beegs	Crown Heights		6/14/14
Regina Robinson	Fort Greene		6/14/14
R Robinson	Fort Greene		6/14/14
Cecilia Robinson	Fort Greene		6/14/14

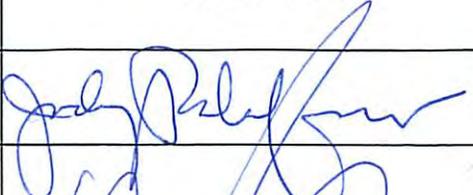
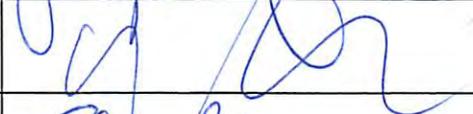
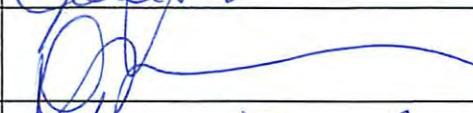
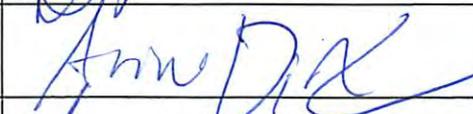
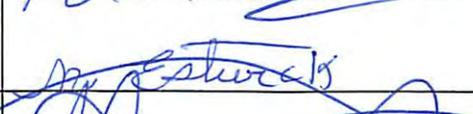
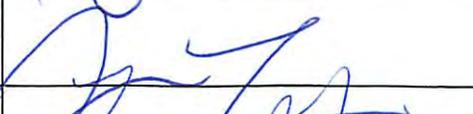
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Claire Robinson	Park Slope	Claire Robinson	6/14/14
Chae Dattani	Flatbush	Chae Dattani	6/16/14
Desiree Dalka	Clinton Hills	Desiree Dalka	6/16/14
Sandy Saunders	Flatbush	Sandy Saunders	6/14/14
Luceille Smell	Clinton Hill	Luceille Smell	6/14/14
Amy Whitbeck	[REDACTED]	Amy Whitbeck	6/14/14
Gennie [REDACTED]	[REDACTED]	Gennie [REDACTED]	6.14.14
E. [REDACTED]	Bed-Stuy	E. [REDACTED]	6.14.14
T. MOTHERSHED	Bed-Stuy	T. Mothershed	06.14.14.
Amy Reth	Clinton Hill	Amy Reth	6/14/14

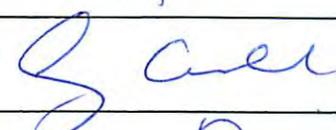
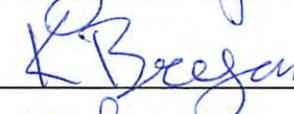
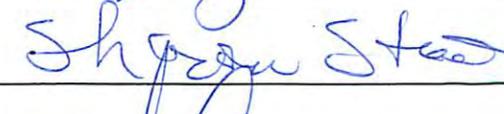
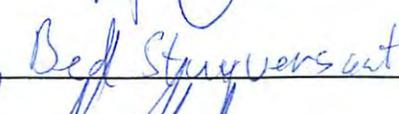
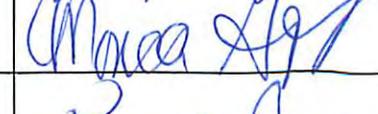
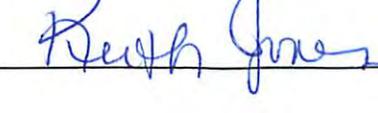
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
<i>[Signature]</i>	Clinton Hill		6-14-14
Adelaide Mansuet	Crown Heights	<i>[Signature]</i>	6-14-14
Leiborah Sanchez	Crown Heights	<i>[Signature]</i>	6/14/14
Brenda Veal	Flatbush	<i>[Signature]</i>	6/14/14
DAVID DRUSE	up-west. side	<i>[Signature]</i>	6/14/14
MARINA ATKSON	EAST FLATBUSH	<i>[Signature]</i>	6/14/14
C. JFIELD	BED-STUY	<i>[Signature]</i>	6/14/14
Jay Mathurin	Crown Hts	<i>[Signature]</i>	6-14-2014
Julio Evans	Bushwick	<i>[Signature]</i>	6/14/14
Johnna Vega	Bedstuy	<i>[Signature]</i>	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Juan Palamero	Clinton Hill		6-14-14
Yusef Thomas	Bedstuy		6-14-14
Joe Herrera	Coney Island		6-14-14
Destiny Ward	Bed Stuy		6/14/14
Avin Dix	Bushwick		6/14/14
Marcus Dawson	Bed-stuy		6-14-14
Millicent Estwick	Bed. Stuy		6-14-14
Gabrielle Thompson	Crown Heights		6/14/14
Jenna Lempsis	Crown Heights		6/14/14
Laura Goldstein	Downtown BK		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gus Goldsack	Clinton Hill		6/14/14
Josh Conner	Clinton Hill		6/14/14
Jessica Rodriguez	Clinton Hill		6/14/14
Hesha Bryan	Bed-Stuy		6/14/14
SHARON STRAIT	Clinton Hill		6/14/14
MARINA NELSON	EAST FIATBUSH		6/14/14
Andrew Stirling	Bed Stuyversant		6/14/14
Krishna Kerwar	Bed Stuy		6/14/14
Monica Cortin	Brownsville		6/14/14
Keith Jones	Bed Stuy		6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
ANNA WILLIAMS	CLINTON HILLS	Anna Williams	6/14/14
Wondresha Bell	Bedstuy	WBell	6/14/14
Malikah Al-Ugdah	East Flatbush	malikah Al-Ugdah	6/14/14
Justa Verthe	Cherry Height	Justa Verthe	6/14/14
Stephanie Raune	Hen km	SR	6/14/14
Bonnie Condit	clinton Hill	B. Condit	6/14/14
Norman Damon	Brownsville	Norman Damon	6/14/14
Nelson Decker	Crown Heights	Nelson Decker	6/14/14
Tawana Hall	Bedstuy	Tawana Hall	6/14/14
Stanford Meyer	Bedstuy	Stanford Meyer	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Williams	Bedstuy	Christiana Williams	6/14/14
Jacy Bramble	Bedstuy	Jacy Bramble	6/14/14
Edgar Datto	Bushwick	Edgar Datto	6/14/14
Amin Dix	Bushwick	Amin Dix	6/14/14
Natasha Smart	Bedstuy	Natasha Smart	6/14/14
Admass Williams	East New York	Admass Williams	6-14-14
Kim Davenport	Bedford Stuyvesant	Kim Davenport	6-14-14
Daniel Quiróz	Bedstuy	Daniel Quiróz	6-14-14
Ruby Moses	Crown Pt	Ruby Moses	6-14-14
Billy Magellaro	Hockland	Billy Magellaro	6-14-14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alayja Hutchins	Bedstuy	Alayja Hutchins	06/14/14
Kim Miller	Clinton Hill	Kim Miller	6/14/14
Brianna Peters	Carroll	<del>Brianna Peters</del>	6/14/14
MARCA ADAMS	Clinton Hill	Marca Adams	6/14/14
NELSON LEON	Bushwick	Nelson Leon	6/14/14
Yancy Nurse	Bedstuy	Yancy Nurse	6/14/14
Melinda Morel	Long Island	Melinda Morel	6/14/14
Briana Gold	Brooklyn	Briana Gold	6/14/14
Cheressa Taylor	Bedstuy	Cheressa Taylor	6/14/14
April Hobbes	F.N.Y	April Hobbes	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Edwin Arcene	Prospect Heights	Eli Arcene	6/14/14
Yolanda Johnson	Jamaica	Yolanda Johnson	06-14-14
Twana Boyd	Mill basin	J. Boyd	6-14-14
Torren Boyd	Mill basin	<del>Torren Boyd</del>	6-14-14
Kelva Burnette	Bedstuy	Kelva Burnette	6-14-14
Justa Vonte	Crown Heights	Justa Vonte	6-14-14
Stephanie Racine	Brooklyn Heights	SR	6-14-14
Sherly Brice	East NY	Sherly Nicdas	6-14-14
Jahaira Aracena	Bedstuy	Jahaira Aracena	6-14-14
Carline Roth	Fort Green	Carline Roth	6-14-14



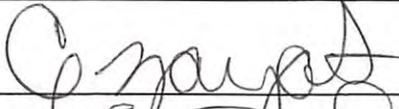
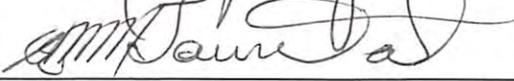
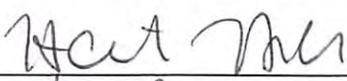
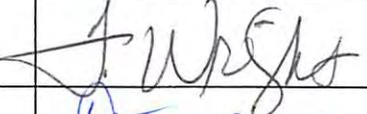
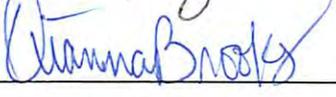
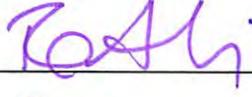
I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Justa Vento	Crown Heights	Justa Vento	6-14-14
Johnny Cep	BX	Johnny Cep	6-14-14
Thierry Nicolas	East NY	Thierry	6-14-14
Keenan Zaman	Brownsville	Keenan	6-14-14
Desiree Coleman	East NY	Desiree Coleman	6-14-14
Chanya Soloma	Bedstuy	Chanya Soloma	06-14-14
Crystal Whiteford	Carrie	<del>Crystal Whiteford</del>	6/14/14
Jahonir Vega	J. Vega ← Bedstuy	Jahonir Vega	6/14
Marvin Cordova	East NY	Marvin Cordova	6/14/14
Alpha Bah	Crown Heights	Alpha Bah	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
KEVIN ROSS	East New York	Kevin Ross	June 14
Brian Magellara	Staten Island	[Signature]	6/14/14
Edward DeLarosa	Bushwick	Edward	6/14/14
Ariana Ramirez	Bed Stuy	ariana [Signature]	6/14
CYNTHIA ROBINSON	Crown Heights	Cy	4/14/14
Shameeka Perez	Crown heights	S. Perez	6-14-14
Cheressa Taylor	Bedstuy	[Signature]	6-14-14
Sandra Medina	Crown heights	Medina, Sandra	6/14/14
Tanya Craft	[Redacted]	T. Craft	6/14/14
Stephan Axson	[Redacted]	Stephan	6/14/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christity Zapata	East New York		6.9.14
EMMANUEL LAUTAH	EAST N. Y		6:9:14
Harriet Holder	Brownsville		6-9-14
FANNIE WEIGHT	Brownsville		6-9-14
Qianna Brooks	Bed-Stuy		6/10/14
Genea Weinstein	Fort Greene		6/10/14
Amanda Austin	Bed Stuy		6/10/14
Raven Ali	Clinton Hill		6/10/14
Amy Helbig	Crown Heights		6.10.14
Zeron Kalat-in	Prospect Heights		6/10/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Reina Alfred	Canarsie	R. Alfred	6/17/14
Jackie Farrow	Crown Heights	Jacqueline Farrow	6/17/14
<sup>Eleshia</sup> Alyiah Mayers	Crown Heights	Eleshia Mayers	6/17/14
Jayden Trini	Crown Heights	Jayden Trini	6/17/14
Helen Khan	CANARSIE	Helen Khan	6-17-14
LATOYA TENIA.	CANARSIE	Latoria Tenia	6/17/14
Dorril Stanford	Crown Heights	Dorril Stanford	6-17-14
Lucy Rijo-Pascal	Flatbush Av	Lucy Rijo-Pascal	6-17-14
DORRIL JAMES	Crown Heights	Dorril James	6-17/14
Marcia Graham	Queens	Marcia Graham	6/17/14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

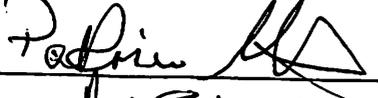
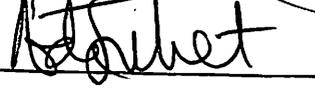
NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Grace Powell	Flatbush	Grace Powell	6/17/14
Melody Pink	Crown Heights	Melody Pink	6/17/14
Cheryl Lyons	CROWN HEIGHTS	Cheryl Lyons	6/17/14
Armande P. Plant	Crown Heights	Armande P. Plant	6/17/14
Marcie Wilkins	Brown height	M Wilkins	6/17/14
Kiah Culzac	Crown Heights	Kiah Culzac	6/19/14
Jasmine Benitez	Crown Heights	Jasmine Benitez	6/19/14
Eriuberta Marte	Crown Height	Eriuberta Marte	6-19-14
Jennifer Mejia	Crown Height	Jennifer Mejia	6-19-14
Aura Gonzalez	Crown Height	Aura Gonzalez	6-19-14



I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rigoberto Nunez	Crown Heights	Rigoberto Nunez	6/19/14
Lillian Rodriguez	Crown Heights	Lillian Rodriguez	6/19/14
Kelvin Rosario	Crown Heights	Kelvin Rosario	6/19/14
Santa Whitehead	Crown Heights	Santa Whitehead	6/20/14
Elizabeth Carrero	Crown Heights	Elizabeth Carrero	6/20/14
Jeffrey Chery	Crown Heights	Jeffrey Chery	6/20/14
NAVARRO SOME	C.H. Bklyn	Navarro	6/24/14
Ruth Sowell	Crown Heights	Ruth Sowell	6/24/14
Bibi Mohabier	Crown Heights	Bibi Mohabier	6/24/14
Lissette Morales	Crown Heights	Lissette Morales	6/24/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Arcela Asencio	Crown H.		6/17/14
L. Caesar	Crown H.		6/17/14
CAROL JACOBS	Crown Heights		6/17/14
Fay M. Goany	Crown H.		6/17/14
Yusef Cabete	Crown H.		6/15/14
Yvette Haynes	Crown Heights		6/17/14
Renelle Joseph	Crown H.		6/17/14
Shirnelle Marshall	Flatbush		6/17/14
Patricia Charles	Crown H.		6/17/14
Juliet Adeleke	Can H.		6/17/14

I support the opening of additional Achievement First K-12 charter schools in my neighborhood.

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Eduardo Fontana	Crown Heights	<del>Eduardo Fontana</del>	6/24/14
Xingeni Fontana	↓	Xingeni Fontana	↓
Gabriel Fontana	"	Gabriel Fontana	6-24-14
Pedro Taveres	"	Pedro Taveres	6/24/14
Carmen Taveres	"	Carmen Taveres	"
Carolina Taveres	"	Carolina Taveres	"
Lillian Ortiz		Lillian Ortiz	6/25/14

**Daycares Supporting Achievement First New Charter Schools Applications**

<b>Event/Meeting/Presentation</b>	<b>CSD</b>
Friends of Crown Heights	17
Brownsville Rec Center	23
200 Central Ave. Day Care Center	32
Bushwick United Headstart 77	32
Building Blocks	32
Salvation Army Bushwick Daycare	32
Grand Street Settlement - Daycare	32
Superior Day Care Center	32
Salvation Army Bushwick After School	32



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

WALTER T. MOSLEY  
Assemblyman 57<sup>th</sup> District

COMMITTEES  
Housing  
Banks  
Corporations, Authorities, and Commissions  
Cities  
Codes

DISTRICT OFFICE  
Shirley Chisholm State Office Building  
55 Hanson Place, Room 328  
Brooklyn, New York 11217  
(718) 596-0100

ALBANY OFFICE  
Room 528  
Legislative Office Building  
Albany, New York 12248  
(518) 455-5325

EMAIL  
mosleyw@assembly.state.ny.us

June 18, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. I am encouraged by Achievement First's success in my district, at AF Endeavor Elementary and Middle schools, and I support their right to serve more students.

The families my office serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities.

To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

I am very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. I am thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. I ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Hon. Walter T. Mosley, New York State Assembly, 57<sup>th</sup> District



June 12, 2014

To Whom It May Concern:

I am writing to express my support for the Achievement First application to open two new public charter schools to provide additional high quality education options for Brooklyn families. My organization, Jumpstart for Young Children at Brooklyn College, works with over 60 families who live in the neighborhoods of Brownsville and Crown Heights where Achievement First intends to open the charter schools.

The families that Jumpstart serves would love to have the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the Achievement First 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. Jumpstart at Brooklyn College is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

A handwritten signature in black ink that reads "Tracey Barnett". The signature is written in a cursive, flowing style.

Tracey Barnett  
Senior Site Manager  
Jumpstart for Young Children at Brooklyn College





# ACE INTEGRATION HEAD START

(ACCEPTANCE OF SELF, CREATIVITY, AND ECOLOGY)

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June 20, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My organization, ACE Integration Head Start, works with families who live in the neighborhoods of Bushwick and Bedford-Stuyvesant where Achievement First intends to open the charter schools.

The families we serve want the opportunity for their children to attend a high-performing public charter school close to home and they are often attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children as they consistently rank among the top 15% of New York City schools on the annual Department of Education report card.

We are excited that Achievement First's newest charters will serve more families looking for quality education opportunities. ACE Integration Head Start is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,

Mickey Ronan-Grosshtern, MSW, Esq.  
*Administrative Director*

# BMCI

## Bushwick Community Partnership Program

CPP -Chairs:  
Moreen King, Traditional Education Center Inc.

CPP Coordinator:  
Raul Rubio Jr., Community Partnership Program

June 13, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My coalition organization, Bushwick Community Partnership Program (CPP), works with families who live in the neighborhood of Bushwick where Achievement First intends to open the charter schools.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charters will serve more families looking for quality education opportunities. The Bushwick Community Partnership is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,  
Raul Rubio Jr.



BMCI Community Partnership Program (CPP)  
CPP Coordinator

*Community Coalition  
of*

*East New York*

*400 Liberty Avenue, 2<sup>nd</sup> Floor*

*Brooklyn, NY 11207*

*Phone: (718) 345-6300*

*Fax: (347) 274-0671*

*[www.buildingcpi.org](http://www.buildingcpi.org)*

June 24, 2014

To whom it may concern,

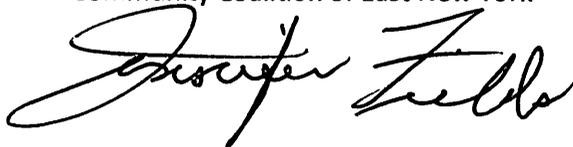
I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. The Community Coalition of East New York (CCENY) works with families who live in and around East New York, where Achievement First currently has charter schools. The Coalition is one of the 11 city-wide Community Partnership Programs (CPP) of the Administration for Children's Services (ACS). It is a network of over 50 organizations that work hand-in-hand with ACS to build a safety net for children and families in the neighborhood.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. The Coalition is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Jennifer Fields, Co-Chairperson  
Community Coalition of East New York



## 15. Student Demand, Recruitment and Retention

### (a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

In the 2013-14 recruiting season, Achievement First schools received 8,226 applications for 1,380 seats, or approximately 6 applications per seat. Based on the overwhelming demand for elementary school options we heard in our community outreach, we are confident that all of the K-1 seats in year one for Achievement First Charter Schools 10 and 11, as well as the grade 5 seats in year 3, will be filled easily.

For example, AF Crown Heights has consistently received over 10 applications per available seat and this past recruitment season was no exception. AF Crown Heights Elementary received 957 total applications, more than any other AF school, for 91 available seats. Among the neighborhoods where we are looking to open new schools - Brownsville (CSD 23), Bushwick (CSD 32), Crown Heights (CSD 17) and Bedford Stuyvesant (CSD 16) - a total of 3,139 applications were received for 376 seats. Achievement First Endeavor, the only AF school that currently recruits 5<sup>th</sup> graders, received 5 applications per available seat in 2013-14. It is noteworthy that a large proportion of these applications came from outside of CSD 16, despite the fact that the AF recruitment team did not actively recruit for 5<sup>th</sup> grade seats in CSD 17, 23, or 32. This interest in attending an AF middle school, spread primarily by word of mouth, makes us even more confident that the demand for AF middle school seats in CSD 16, 17, 23, and 32 is strong.

### (b) Target Populations

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. The response should address:

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and
- A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.
- Be sure to clearly delineate how the school would address each individual sub-group.

Achievement First believes that AF schools cannot truly be exemplars within public education unless we are serving students who reflect the demographics of our community. We will seek to meet and exceed the enrollment the most recent targets set by the State Education Department:

Percentage of Enrollment:

		CSD 16	CSD 17	CSD 23	CSD 32
K-8	FRL	89.8	90.3	89.8	93
	ELL	2.2	8.4	3.4	24.7
	SWD	14.5	11.6	13.8	12.8
5-12	FRL	86	87.9	86.2	89.1
	ELL	2.1	7.7	2.7	20.3
	SWD	17.3	10.3	13.7	11.9



The Achievement First student recruitment team uses a comprehensive strategy consisting of direct outreach, school-based info sessions, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the application numbers above suggest, these techniques have been successful in generating applications. The efforts have also been particularly effective in letting low-income families know about the opportunity to apply. In addition to increasing awareness of Achievement First, we also increased the ease of applying by adding a 24/7 call center option. In past years, families were able to apply to Achievement First by submitting a paper or online application.

In 2010, all Achievement First schools began implementing an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. Achievement First Charter Schools 10 and 11 will also grants preferences for at-risk populations such as English Language Learners and students receiving special services. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA-based daycare centers, the pool of applicants who qualify for free or reduced-price lunch has been large, and the preference has been effective in substantially matching or exceeding the district percentages of low-income students for the incoming classes. Our historical commitment to enrolling low-income families, English Language Learners students receiving special services, along with our extensive relationships with non-profits that serve these families, positions us to recruit an incoming class that reflects the makeup of the local Community School District.

For schools operating in Community School Districts that have a high percentage of English Language Learners, the student recruitment team has targeted outreach to these families. All outdoor signs are in both English and Spanish (the predominant language other than English spoken in Bushwick and East New York), as are all of the brochures and other marketing materials, including the Achievement First student recruitment website page. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations. Outreach to English Language Learners during the 2013-14 recruitment season included, but was not limited to: presentations at Bushwick United day care center, Salvation Army Bushwick day care center, University Settlement day care center, ACE and New Life Headstart as well as participation in the Association of Hispanic Ministries and Bushwick Community Partnership Program meetings. Collectively, staff and volunteers logged nearly 650 collective hours of direct community outreach. AF also hosted a Bushwick community event in April where a food truck provided free food and gave families an opportunity to learn more about AF. At Achievement First Bushwick Elementary, these efforts were successful in recruiting an applicant pool that included 24% of students who speak a language other than English at home. To ensure similar results at the new schools, we intend to use the same strategies to recruit English Language Learners. In addition, the student recruitment team will collaborate with faith-based institutions, community organizations and day care centers that are closely linked to the non-English speaking families in the community where the school will be located to help identify and recruit these families.

Across the network, efforts to recruit students who may require special services have focused primarily on making clear in promotional materials and presentations that Achievement First is highly effective for students receiving special services, and that we offer services in accordance with IEPs. In addition,

the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the AF Network Support special services team to ensure that marketing materials capture the range of services available. We also partnered with an organization, Resources for Children with Special Needs (RCSN), for a number of events (information fair, presentation, etc.) to ensure families with children who have special needs are aware of Achievement First's special education services. This collaboration was in response to feedback we heard in the planning for AF Brooklyn Academy about engaging with organizations that serve populations with special needs. This collaboration is a first step to deepening engagement with organizations that serve students with special needs. This, along with finding creative ways to work with day care centers to get students kindergarten ready starting in pre-school, are priorities for Charter 10 and 11. We also plan to host a Visitor Day during the 2014-15 school year that is exclusively for leaders of day care centers that serve predominately at-risk students. This Visitor Day will include an opportunity for day care leaders to meet with school leaders to discuss school readiness.

Retention of students at Achievement First schools is a network-wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition, the financial bonus of the leadership team is jeopardized. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—will be disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified. Reflecting this network wide priority, Achievement First school leaders and regional superintendents share student retention strategies via the AF School Leader Memo.

**Retaining Low Income Students** An example of a best practice that new schools will utilize is early identification and intervention with families who are considering leaving. This approach uses historical data on attrition to identify risk factors that predict future attrition. In many cases, student attrition is the result of families disagreeing with a decision to retain a student in a grade for another year. The likelihood of attrition increases when there is a possibility of retention in grade combined with a family member who does not fully support the behavioral expectations of the school. The new schools will use this information to develop specific family engagement and support strategies for scholars who are at risk of leaving. Experience across the network has shown that strong relationships and thoughtful discussions with families are often what make the difference when having a difficult discussion with family members. AF regional superintendents will specifically coach principals on how to have effective conversations with families regarding retention in grade. Moreover, Achievement First has hired two new full time positions that will dedicate significant time and resources to helping schools build better relationships with families: the Director of Family Engagement, and the Director of Diversity & Inclusiveness. The principals and regional superintendents will also establish a spring calendar of data review meetings to look at students who have "promotion in doubt" status, to target specific families who are at higher risk of leaving due to disagreements with school culture and student behavior expectations. Tailored family-specific strategies will be developed to ensure that do everything possible

to keep these students with us. This general approach to student retention applies to the specific populations below, with the additional elements described in the following paragraphs.

**Retaining English Language Learners** We believe that the factors above also apply to English Language Learners, with additional nuances. Because parents of English Language Learners often do not speak English fluently themselves, the nuanced conversations about academic performance can be more difficult. As a result, the structure for building family relationships will be somewhat different for these families. The ESL teacher or SPED coordinator (depending on the number of ELL students enrolled) will be primarily responsible for proactively developing relationships and trust with families of English Language Learners as soon as the student is identified as limited English proficient, regardless of academic performance. We believe that these proactive relationship-building practices will establish the trust necessary to identify families early who are at risk for leaving, and to intervene effectively to persuade them to stay with us.

**Retaining Students with Disabilities** We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approach for prevention the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their regular education peers. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for EVERY child, and the differentiated supports we provide to make sure each child meets these expectations, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support data team and regional director of special services will provide disaggregated academic and behavioral data for students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are extremely likely to stay with us.



## 15 (c). Evidence of Student Demand

### c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

**Important Note:** If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

We believe that the strongest evidence of demand for seats at Achievement First Charter 10 and 11 is the number of applications submitted to similar schools across the network. As noted in Response 15(a), the demand is overwhelming. The Achievement First student recruitment team solicits paper applications as well as online applications via the Achievement First website, and also offers a call center option to fill out applications over the phone. Applications are managed using the *InfoSnap* enrollment management application. Records related to these applications are available for review by the Charter Schools Institute, should the Institute want to verify application numbers. The materials in Response 14(c) also reflect strong demand for seats at Achievement First Charter 10 and 11.

## 16. Facility

### (a) Facility Needs

Describe the facility needs of the proposed new school for each year of the charter period, including any unique features necessary to implement the school design and academic program, including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs; and,
- Space requirements for administrative functions, food services and physical education.

As noted in 14(a), Achievement First has a long term working relationship with the NYC DOE Office of Portfolio Management, and immediately upon submission of this proposal to the Institute, Achievement First will submit a request for co-located public facilities in accordance with New York state law. The Office of Portfolio management has been notified of our intent to apply for AF Charter Schools 10 and 11, including our desire to locate each school in a public facility. In order to increase the likelihood of being granted public space, we are willing to locate each of the schools in any of the CSDs in which an AF school currently operates, with the exception of CSD 19. As such, the ultimate location of the facility is not yet known. The requirements for the facility are detailed in the table below, which indicates grade-by-grade classroom needs (the year-by-year needs are determined by the enrollment plan). The table indicates the standard Achievement First model, with minimum and target square footage for each classroom, as well as the standard DOE instructional footprint. While we will seek to identify DOE space that meets the AF specifications, Achievement First schools have successfully operated within the DOE footprint described below.

Additional information on space required for administrative functions, physical education, student support, and media/library is attached in Response 16(d).

	AF			DOE			First year when this space will be required:
	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	
<b>GROUP 1- General Instruction</b>							
Kindergarten	3	800	900	3	750	1,000	2
Typical Classrooms - Grade 1	3	800	900	3	600	750	2
Typical Classrooms - Grade 2	3	800	900	3	600	750	3
Typical Classrooms - Grade 3 *	4	720	800	4	600	750	4
Typical Classrooms - Grade 4 *	4	720	800	4	600	750	5
<b>Total Elem</b>	<b>17</b>			<b>17</b>			

Typical Classrooms - Grade 5 *	4	720	800	4	600	750	1
Typical Classrooms - Grade 6 *	4	720	800	3	600	750	2
Typical Classrooms - Grade 7 *	4	720	800	3	600	750	3
Typical Classrooms - Grade 8 *	4	720	800	3	600	750	4
<b>Total Middle</b>	<b>16</b>			<b>13</b>			
<b>Group 2 – Specialized Rooms</b>							
Art Classroom	1	900					1
Dance/Multi-purpose Room	1	900					1
Music Classroom	1	900					1
Small group classrooms	5	800					1
Science Lab	1	1,125					1
Administrative Rooms	4						

Achievement First generally has an additional three to four classroom equivalents for administrative space. This would be for a main office, principal and dean offices, Ops staff and the social worker. Additionally, each new school would ideally have a cafeteria large enough to hold 200 students to accommodate two grades in each lunch wave. A gymnasium of 3,000 to 4,000 square feet is also the ideal size. Response 16(d)-Additional Facility Information includes blueprints of several Achievement First floor plans as examples of what a floor plan might look like for the new charters.

**(b) Facility Selection**

Describe the efforts to date to secure a facility for the new school.

- If a facility has been identified, describe the facility and how it meets the school’s needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,
- How the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school opens (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning including associated costs.
- If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school’s proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

As noted above, Achievement First will work with the NYC DOE Office of Portfolio Management to request a co-located facility for each school. This process began with an initial notification of our intent to propose for these new charters, and will continue with a formal space request made immediately



upon submission of the proposals to the SUNY Charter Schools Institute. The Board is aware that the following outcomes are possible resulting from this request:

- 1) The DOE offers acceptable co-located facilities. In this case, the schools would be sited in these facilities.
- 2) The DOE offers an unacceptable co-located facility, in which case the Board would request an expedited hearing from the Commissioner. If we are successful in the appeal, the school would be eligible for facilities funding equal to the lesser of 20% of per pupil funding or actual lease costs.
- 3) If we are unsuccessful in the appeal, the schools would not be entitled to facilities assistance.

In scenario 2 or 3, the Board would work with the Achievement First to secure an appropriate private facility for each school, either by leasing or purchasing space. As detailed in the Achievement First CMO Business Plan, the Achievement First facilities team has managed 27 complex capital projects across three states (New York, Connecticut, and Rhode Island) and five cities (New York City, New Haven, Bridgeport, Hartford, and Providence). These projects have ranged from new construction of school buildings (1485 Pacific Street in Brooklyn, 510 Waverly in Brooklyn, and 130 Edgewood in New Haven), major renovation of purchased facilities including environmental remediation, fire protection upgrades, HVAC, plumbing, and electrical upgrades, interior demolition, interior construction, playing field and play structure construction, and cosmetic upgrades. In addition to meeting 100% of its fundraising goals in support of capital projects, Achievement First has helped its schools secure over \$20 million in financing, including mortgages, mid-term debt, lines of credit, and new market tax credits, as well as public subsidy at both the district and state level.

In terms of school facilities, the AF facilities team most recently managed the renovation of the Achievement First East New York Middle School facility, a 19<sup>th</sup> century DOE building solely occupied by AF East New York. This renovation included a full upgrade of the electrical system as well as roof repair, bathroom expansion, and a series of cosmetic repairs. As part of this process, the facilities team also worked with a local real estate broker and the local Archdiocese to evaluate private space as an alternative to the current facility. The facilities team also worked with local architects and engineers to evaluate the feasibility of building an addition on the building to accommodate full enrollment. While the school's Board and AF leadership determined that renovations to the current facility were preferable to moving to a private facility or building an addition. Nonetheless, both of these options were determined to be feasible, and the process reflects the AF facilities team's recent experience with the real estate and construction market in Brooklyn. Additionally, the AF Facilities team recently completed the search, leasing, and renovation of permanent office facilities for the Achievement First network support team, further reflecting the team's knowledge and expertise of New York real estate. Finally, the team partnered on two new school construction projects in Brooklyn, working with Civic Builders and the Robin Hood Foundation.

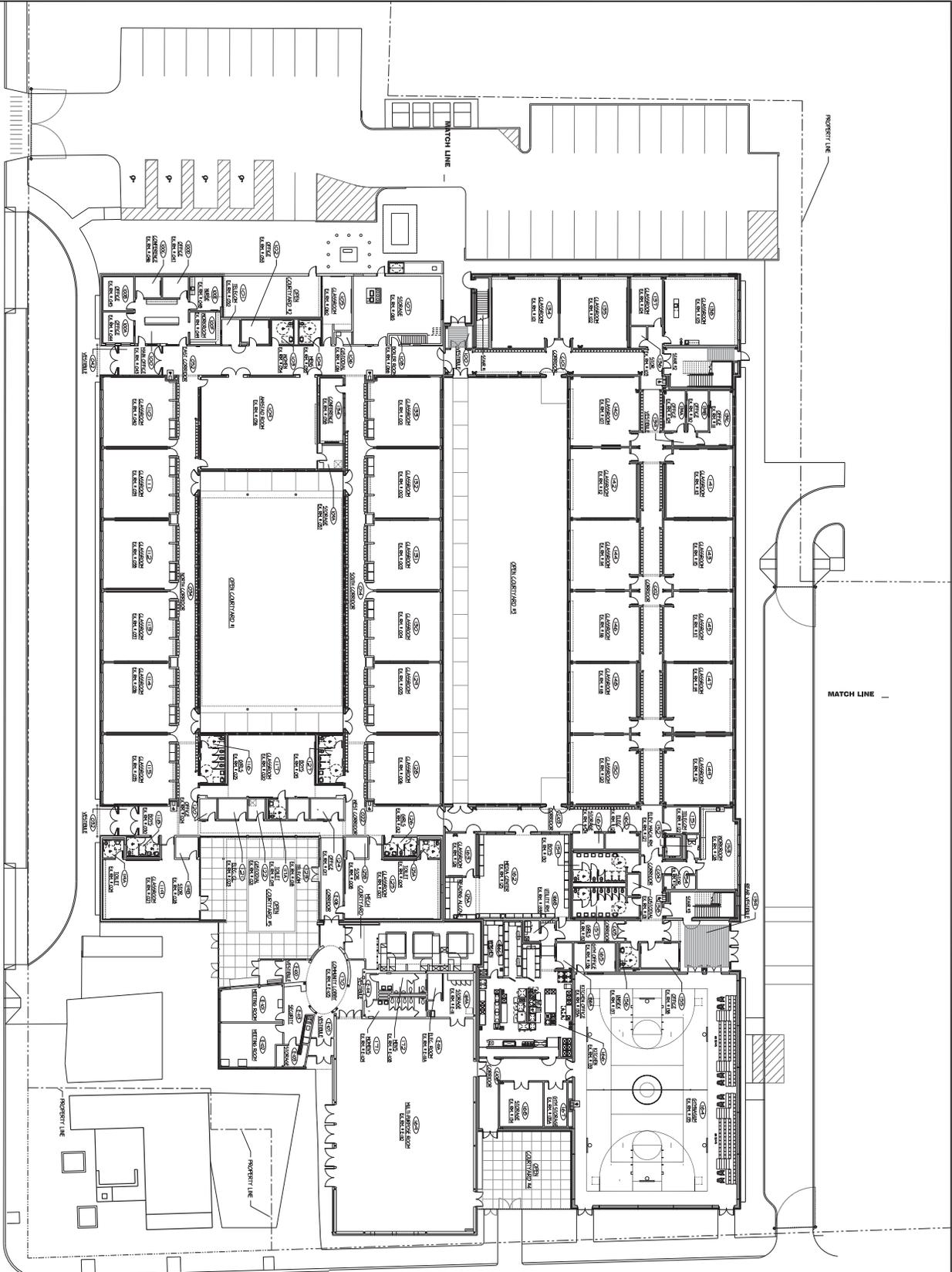
While we have not identified specific target facilities for purchase or lease for the proposed schools, we believe that Achievement First has demonstrated nearly unparalleled expertise in executing complex capital and school facilities projects across three states. Particularly given the team's current relationships with New York based real estate brokers, architects, and contractors, we feel that we are exceptionally well-positioned in the event private space is required.

## Achievement First Space Core Facility Template (K-8 school)

<b>PHYSICAL EDUCATION</b>	<b>When?</b>	<b># Rooms</b>
Mini-gym/multipurpose room (elementary)	yr. 1 (K)	1
Main gym with bleachers (middle)	yr. 1 (5th)	1
Gym Toilets / Locker Rooms	yr. 1 (5th)	2
<b>MEDIA LAB/REFERENCE LIBRARY</b>		
Media Lab / Reference Library (middle)	yr. 3 (5-7)	0
<b>STUDENT SUPPORT</b>		
Social Worker (Elem)	yr. 2 (K-1)	1
Social Worker (Mid)	yr. 2 (5-6)	1
Nurse's Office - (1 Nurses) / Resting area	yr. 1	1
Bathrooms	stagger over time	8
<b>STORAGE</b>		
Storage -- large	stagger over time	2
Storage -- small	stagger over time	2
Grounds Equipment Storeroom	yr. 1	1
Compactor Rm and Trash Storage	yr. 1	1
<b>ADMINISTRATION</b>		
Administration Suite - Central Office		1
General Office/Waiting Room	yr. 1	1
Dir. of School Ops. Office	yr. 1	1
School Managers Office	yr. 3	1
Swing Office	yr. 3	1
Document Storage Area	yr. 1	1
Administration Offices - Elementary		1
Principal Office	yr. 1 (K)	1
Academic Dean Office	yr. 1 (K)	1
Dean of Student Office	yr. 1 (K)	1
Conference Rooms	yr. 1 (K)	1
Teacher Work Room	yr. 1 (K)	1
Swing Office	yr. 3 (K-2)	1
Administration - Middle School		
Principal Office	yr. 1 (5th)	1
Academic Dean Office	yr. 1 (5th)	1
Dean of Student Office	yr. 1 (5th)	1
Conference Rooms	yr. 1 (5th)	1
Teacher Work Room	yr. 1 (5th)	1
Swing Office	yr. 3 (5-7)	1
<b>ATHLETIC FIELDS</b>		
Athletic Field (for baseball, soccer, softball)	yr. 1	1

### **THEATER/AUDITORIUM**

AF does not plan to build theaters/auditoriums, but we want fair access to one if a shared space school has one



1 FIRST FLOOR PLAN  
SCALE: 1/8" = 1'-0"

**KEY PLAN**



PROJECT

DATE	DESCRIPTION

FIRST FLOOR PLAN

DESIGNED BY: [Name]  
 DRAWN BY: [Name]  
 CHECKED BY: [Name]  
 DATE: [Date]

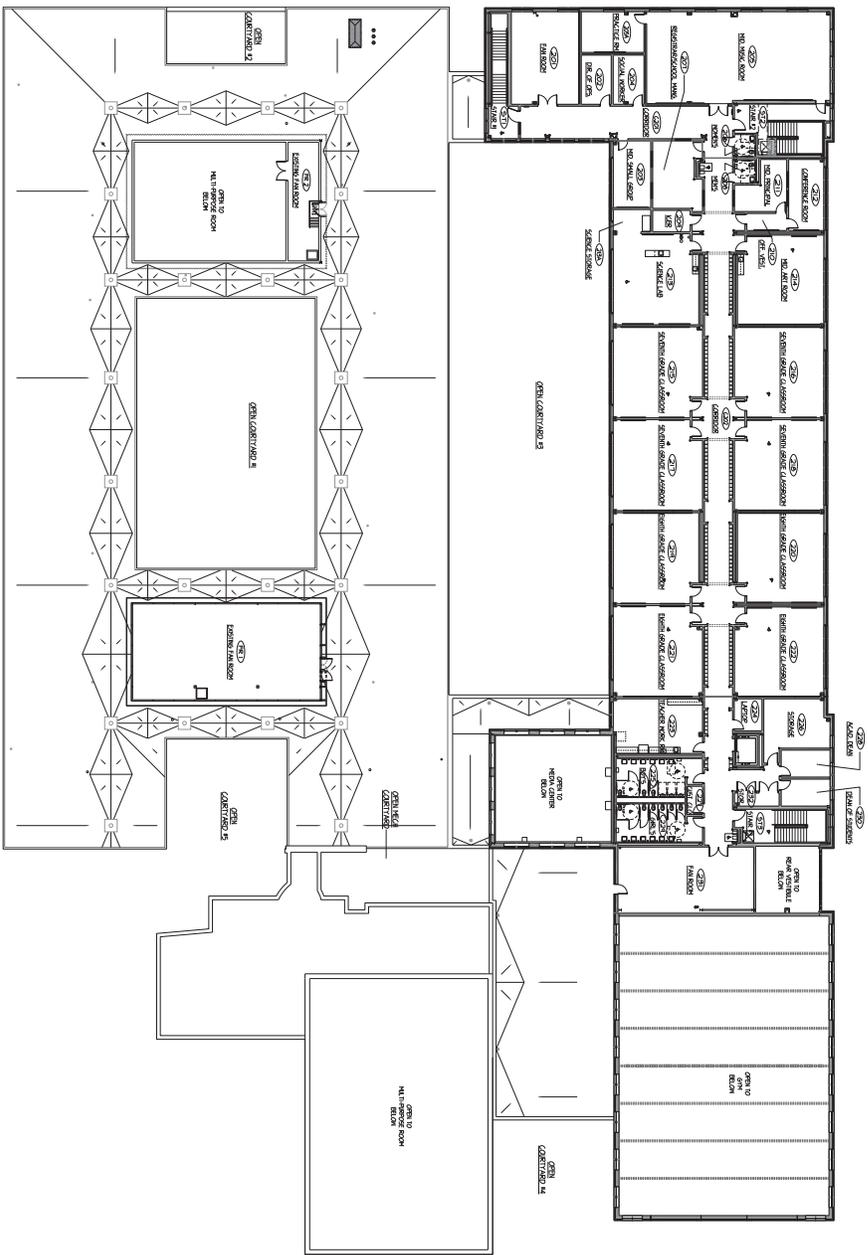
**FOR THE OWNER AND ARCHITECTURE OF**  
 PROJECT # [Number]  
 ARCHITECTURAL, LLC  
 TECHNOLOGY SECURITY WORK  
 100 PROJECT NO. 570000

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1 SECOND FLOOR PLAN  
SCALE: 1/8" = 1'-0"

**KEY PLAN**



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DATE DRAWN	20080077-4202	DATE	JAN. 14, 2011
PROJECT NUMBER	20080077-4202	DATE	JAN. 14, 2011

**SECOND FLOOR PLAN**

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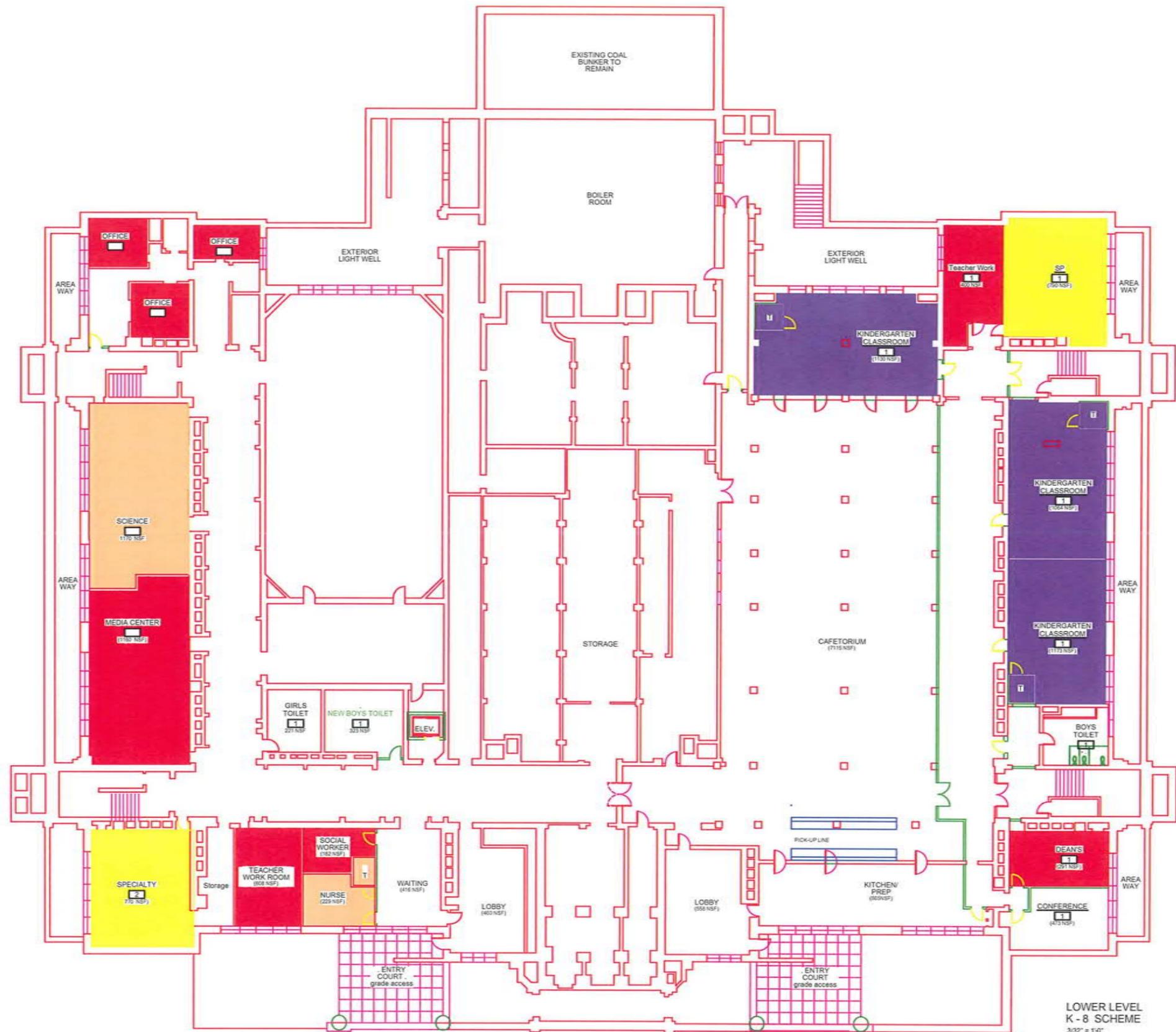
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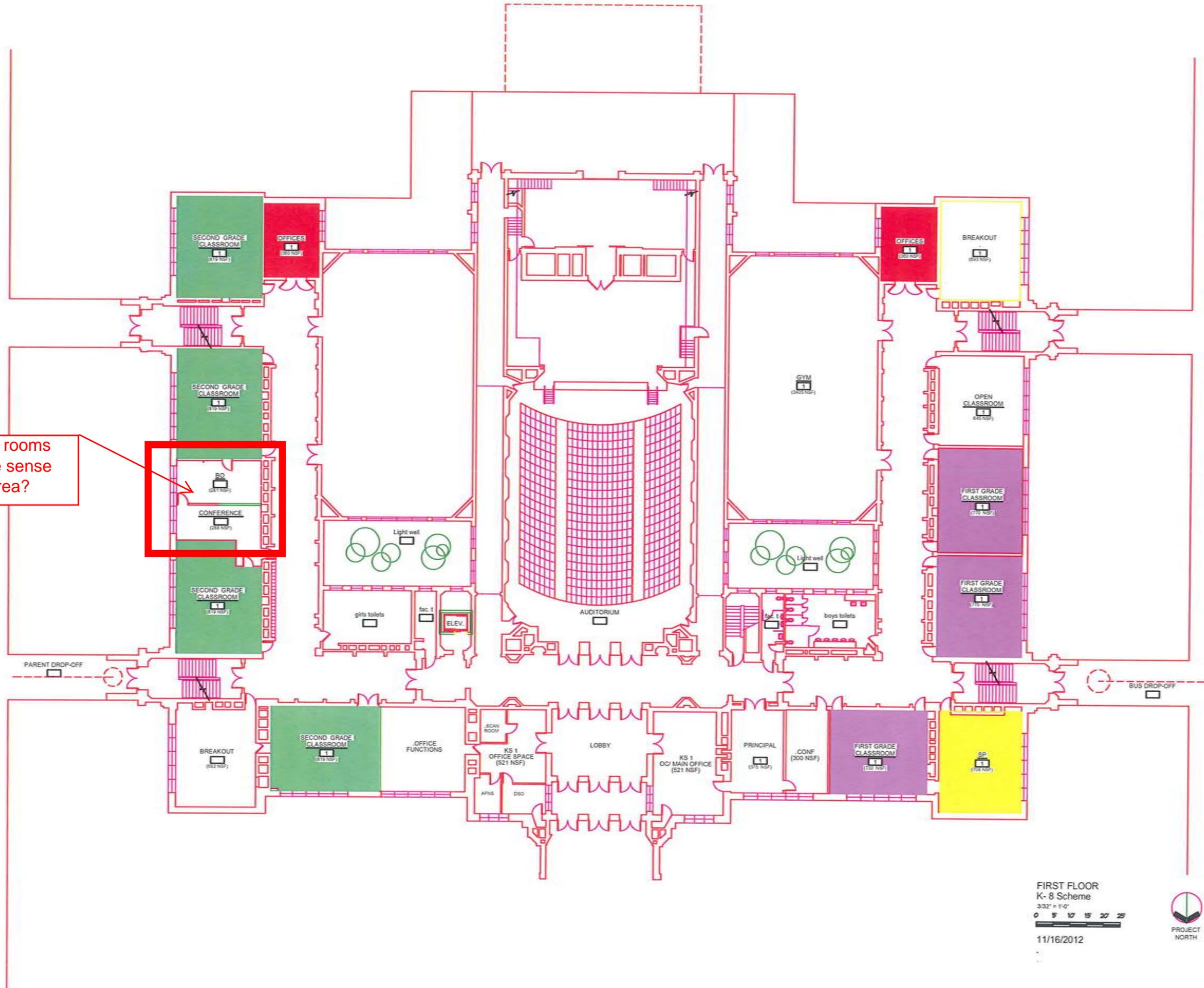
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LOWER LEVEL  
 K - 8 SCHEME  
 3/32" = 1'-0"  
 0 5 10 15 20 25  
 11/16/2012



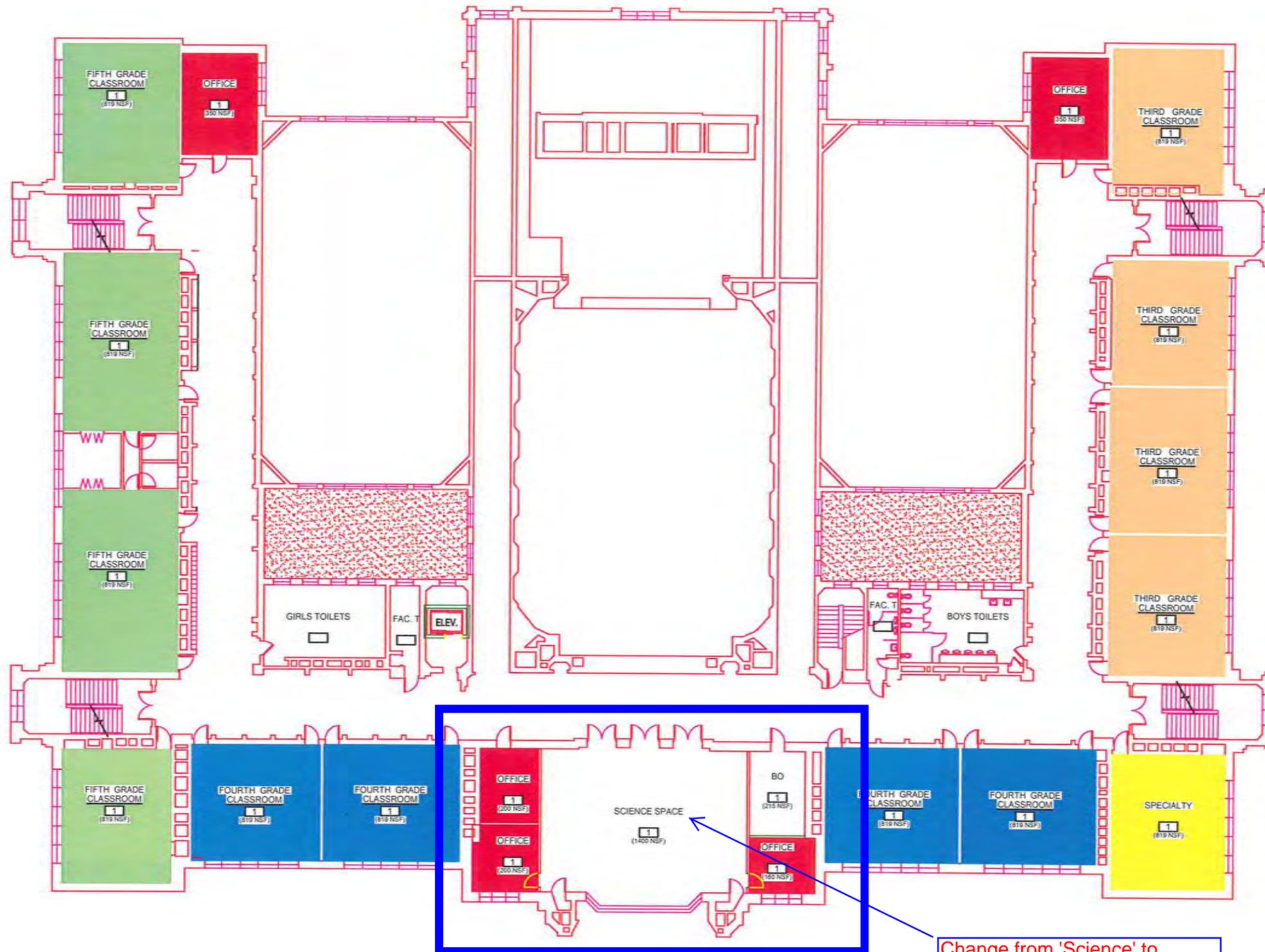
Do these rooms still make sense for this area?



FIRST FLOOR  
K-8 Scheme  
3/32" = 1'-0"  
0 5' 10' 15' 20' 25'



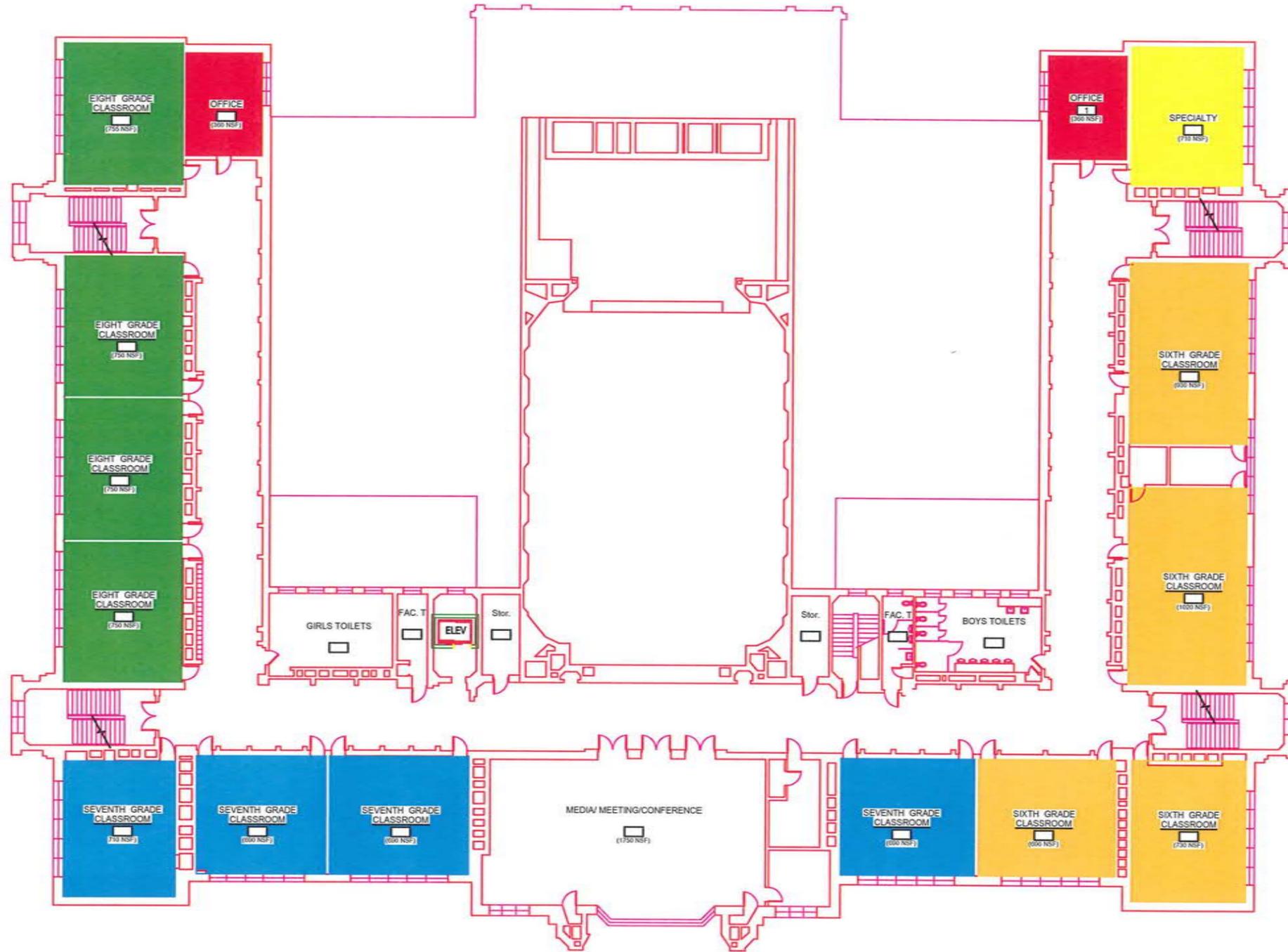
11/16/2012



Change from 'Science' to 'Specialty'  
See existing floorplan attachment for notes regarding layout of these spaces.

SECOND FLOOR  
PLAN (K-8 SCHEME)  
3/32" = 1'-0"  
0 5 10 15 20 25  
11/16/2012





THIRD FLOOR  
 PLAN (K-8 SCHEME)  
 3/32" = 1'-0"  
 0 5 10 15 20 25  
 11/16/2012



## 17. Food Services

In accordance with state and federal law, Achievement First Charter 10 and 11 will provide students with healthy and nutritious breakfasts, snacks, and lunches every school day of the year. We will strive to provide our students with snacks and meals that motivate healthy eating habits in our students. The school plans to contract either an independent food service provider or the New York City Department of Education. Depending on the school facility, we anticipate that breakfasts, lunches, and snacks will be prepared off-site and served to students in a manner which follows state and federal guidelines. As the designated point person, each of the new school's Director of School Operations will work with the food services provider to arrange for the arrival, delivery, and disposal of all food. The Director of Operations will also work with the provider to handle food services logistics and weekly reporting and compliance. In planning for the school we have determined that a very high proportion of students in neighboring schools are eligible for free or reduced Lunch. Under the Provision II program of the National School Lunch and Breakfast Program, the new schools aim to provide free meals to all students regardless of their ability to pay. Students who are eligible for free lunch will not be required to pay for meals, students eligible for reduced lunch we will required to pay a fraction of the cost, and students ineligible altogether parents will be invoiced monthly for all meals.

## 18. Health Services

AF Charter 10 and 11 are committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated he/she is. To this end, we plan to take several steps to ensure the health and welfare of our students.

First and foremost, each new school will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all state health services requirements including immunization and diagnostic testing requirements. The new schools will coordinate with the Department to ensure that there are nursing services available for our students; each new school will also conduct reach out to community health services organizations so our students have access to healthcare. Students will have access to medications and treatment when they are ill or injured. The staff will be trained in first aid and CPR and will maintain student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

The new schools will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the 14th day of school. Student health forms will be provided to parents during each new school's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents or guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. A nurse or an appropriate staff member will review this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions from immunizations of the school's student population. Parents seeking to waive the immunization requirement will be required to submit their request in writing to the school nurse or a designated individual. This designee will review the request on behalf of the school and advise the principal, who will make the final decision on the waiver request.

At our new schools, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. The new schools will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with developing peer relationships, social skills and self-esteem; resisting peer pressure; and resolving conflict; and will provide educational resources on topics related to sex, drugs, managing anger, and better understanding themselves and others. These services will be an essential part of each new school's program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency, the school's child study team, or the CSE as appropriate.

## 19. Transportation

The Office of Pupil Transportation Services (OPTS) and the New York City Department of Education are responsible for providing transportation services to eligible students. When AF opens its new elementary schools, students in grades K-2 will be eligible for bus services if they live more than a half mile (0.5mi) from the school. This, however, does not guarantee that busing will be provided. According to the OPTS, a single school bus can only travel a distance of five (5) miles. After grade 2, students residing more than one mile from the school may be eligible for busing. Eligible students who elect not to ride the school bus through OPTS may be eligible for reduced or full fare Metrocards, depending on their proximity to the school. Each new school will work with the school district to provide these services and with parents to make a determination of eligibility during the school's enrollment period. The schools do not plan to provide supplemental transportation services to students ineligible for transportation under §3635 of the Education Law. Parents or guardians of students ineligible for transportation by their school district of residence are responsible for providing transportation for such students.

When the new schools are in session on days when the students' school districts of residence are not in session, the school shall seek arrangements with NYCDOE to provide transportation to eligible students, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. The anticipated costs of such transportation are included in the attached budgets.



## 21. Programmatic Audits

We acknowledge that our charter school is subject to the same programmatic audits required of other public schools in New York State. To ensure compliance with the New York State Charter Schools Act, the Board of Trustees for the Achievement First Brooklyn Academy Charter School will conduct programmatic and fiscal audits annually. These audits will be produced in the school's annual report. Specifically, the annual report will include a school report card that highlights student achievement through city and state comparative data, attendance rates, discipline information, a student and staff profile, and fiscal performance data. This report will be made available to the public.

Achievement First Charter 10 and 11 will also develop a school accountability plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures—including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Each year, Achievement First Charter 10 and 11 will submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the School Report Card mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

## 22. Fiscal Soundness

### (a) Budget

The approach to budgeting at Achievement First Charter 10, 11 and 12 will be the same as Achievement First uses at Achievement First Bushwick, and for its six other New York Charters: Achievement First Crown Heights, Achievement First East New York, Achievement First Brownsville, Achievement First Aspire, Achievement First Endeavor, and Achievement First Apollo. The assumptions underlying the budget plan are based on eight years of actual performance across these Achievement First schools. We are confident that these assumptions are conservative and appropriate based on the fact that all Achievement First charters have experienced surpluses in each of the years they have been operating since 2005-2006. In addition, we have worked a contingency fund into the budgets to provide additional resources in case actual expenses exceed budgeted amounts. The network model at Achievement First allows schools to operate very efficiently, investing in great teachers and providing comprehensive instructional supports. By realizing economies of scale in shared services, we believe that AF Network Support provides back office and other services at an extremely high level of quality and cost-effectiveness, allowing the school to optimize its budgets to support teaching and learning.

Prior to start-up, every AF charter school has received significant private philanthropy and secured a line of credit from Bank of America, to ensure sufficient cash flow in the early years of operation before the school reaches full scale. While we do not expect this to be necessary given the current state of charter school funding law, we are confident that should additional philanthropic support and/or credit become necessary, that AF could raise it. The pre-operational startup costs for the new schools will be borne by Achievement First. It has been the practice of Achievement First to provide all start-up services free of charge to the charter before public per-pupil funds are available. The financial obligations of the charter thus begin in year one, starting on July 1 of the year in which the charter will start operating. The services provided by Achievement First include hiring all personnel and paying the salary of anyone hired before July 1 of the year the charter will start operating. Additionally, it includes locating and securing a facility, performing student recruitment, and developing the first year curriculum. During the early years of the charter, public revenue will be supplemented by philanthropy secured by the network, until the school reaches scale. Because the school will use an all-funds budgeting approach, specific line items are not allocated to private funds. However, if there were to be any potential shortfall in fundraising dollars, the parameters guiding the budgeting process would be revised, while maintaining the focus on supporting the core elements of the academic program.

The financial picture for existing schools has changed significantly due to recent changes in New York state law. In the best case scenario, all schools in the AF Bushwick education corporation would benefit from the significant increase in per-pupil funding, and new schools would benefit as well from either free co-location or a 20% per pupil facilities subsidy. While central Brooklyn real estate is more expensive than similar real estate in Connecticut (where AF operates more private facilities), the additional subsidy would cover new facilities costs, which have been estimated conservatively in the attached projections. The most likely scenario, at least in the short term, for private facilities is leasing rather than purchasing. A leased facility would likely require some degree of renovation or leasehold improvements, and these capital expenses would fall to Achievement First (funded by philanthropy), as they have in all other facilities development AF has done in New York, Connecticut, and Rhode Island.



Due to sound fiscal management over the course of AF Bushwick's lifetime, the education corporation has approximately \$3million in Board designated reserves. This long term financial strategy has been driven by the political uncertainty inherent in the co-location process. In both the realistic and worst case scenarios, these cash reserves would allow the new schools to start up and maintain positive cash flow. In the worst case scenario (in which no facilities funding is available and currently co-located schools are forced to move into private space), some additional philanthropic support would be necessary. This would require a one-time start-up grant of \$250,000 per charter. Given Achievement First's history of fundraising, as well as the likely response from the philanthropic community if such a worst-case scenario were to come to fruition, we feel that this is a realistic fundraising expectation to support the proposed growth.

There would be unavoidable programmatic effects in this worst case scenario, but based on experience Achievement First's experience in the volatile funding environment of Connecticut, we are confident that these changes would not impact student learning. Budget reductions would protect core teaching and leadership spending as much as possible, focusing on reductions in expenses related to field trips, technology, and supplies, and other areas where economies may be able to be found. However, our projections do assume a 1% reduction in the rate of salary growth for school staff. While this certainly creates the risk that recruiting new teachers will become more difficult, our experience and data analysis show that AF's competitive advantage in recruiting is not salary, but rather opportunities for professional growth and our "Team & Family" culture. Additionally, we would seek lower cost facilities in the event that facilities funding was not available. For example, we would reduce the overall square footage required by about 25%, by not requiring a gym or central gathering space, requiring smaller classrooms, and scheduling classrooms more efficiently so that more could be used as multiuse rooms. Achievement First has a successful history both of making programmatic adjustments based on adverse financial conditions, and of raising significant private funding to support schools. Achievement First schools in Connecticut have historically operated on per pupil funding that is approximately 75% of what traditional public schools receive. As a result, AF network support has worked closely with Connecticut principals to utilize a leaner financial model, which has still been very successful in meeting academic performance goals. Additionally, as explained in the CMO Business Plan, Achievement First has demonstrated the ability in excess of \$25MM annually, and has identified special projects at the Network Support level that could be downsized significantly to redirect fundraising capacity to New York schools in the event that additional facilities costs arise. While the level of private fundraising that would be required in this event is not typical for Achievement First schools in New York, it is well within the demonstrated capacity of the network support, particularly given the improving funding situation in Connecticut.

Achievement First is the recipient of a federal Charter Schools Program grant, and the CSP start-up funds in Response 22(e) will be part of this grant. Consistent with network growth plans, the 2015-16 academies are included in the grant application, and that Achievement First will continue to receive CSP grants in future rounds. The full grant amount of the current grant is \$5,654,771, and each academy is typically granted between approximately \$225,000 over three years (individual academies under a single charter, such as AF Charter School 10 elementary and middle schools, are each eligible for the full start up grant). Because the middle school academies for Charters 10 & 11 will open with in the third year of operation, CSP start-up funds are reflected in the budget projection for Year 5.

School operating costs are based on historical expenditures, and instructional salary costs are determined largely by the labor market for teachers in New York. Our staffing model is designed to

ensure that teachers are successful in the classroom, which has a few implications for the proposed budgets. First, the school administrations are relatively large compared with traditional district schools and some charters. While our budgeting process makes every effort to direct resources to the classroom, we believe that the additional support we are able to provide for teachers is money well spent. Specifically, the 3-person operations team takes all non-instructional work off the plate of teachers, deans, and the principals, meaning they can focus entirely on teaching and learning. The five deans make it possible to provide weekly observation and coaching for every teacher. The other noteworthy area of the budget is technology. All staff are provided with a smartphone and laptop to ensure that they have the tools to communicate with families and peers, design rigorous and engaging learning experiences, and use data to drive their instruction.

**(b) Financial Planning**

Explain the process the school will use to develop its annual budget. This response should address:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and
- Procedures for monitoring and modifying budgets.

Financial planning at Achievement First Charter 10, 11 and 12 will be guided by the imperative of building a program that ensures all scholars are prepared for success in college, while also establishing a financially viable and sustainable organization. The network support finance team works closely with principals and directors of school operations to understand the educational needs and build a budget to meet these needs, while at the same time setting budget parameters designed to ensure sound long term financial viability. The budgeting process runs in tandem with the “readiness planning” process at each school, beginning in January for the upcoming fiscal year. As described in Response 9(b), the readiness planning process is the process by which crucial academic and school culture systems are designed and/or refined each year. The budgeting process takes place in parallel, so that programmatic needs can be identified and prioritized. Once a final budget is agreed upon between the principal, director of school operations, and the Network Support finance team, the budget is presented to the Board finance subcommittee for initial review. Based on this review, the finance subcommittee then makes a recommendation to the full Board at the May meeting regarding budget approval.

Achievement First plays an important role in ensuring the fiscal soundness of all schools in the AF Network. By implementing consistent financial management services, including: collaborative preparation of the annual budget; providing training of operations staff in financial procedures; overseeing monthly and annual financial reporting; and implementing and supporting the system’s financial systems, AF staff ensures sound fiscal processes both at Achievement First itself and at the schools in the network. The Network Support finance team brings years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The Finance team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First’s strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network.

**(c) Fiscal Audits**



Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

The Board of Achievement First Charter 10, 11 and 12 will ensure that an annual fiscal audit is conducted in compliance with state laws. We will conduct audits for the first fiscal year and subsequent fiscal years, and they will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards. We will select a recognized audit firm through an RFP process, with the final decisions on which firm to select to be made by the charter's finance committee. The current auditors used for Achievement First schools in New York is ERE, LLP. Achievement First Inc. conducts internal audits of the charter as part of the internal control policies and to prepare for the annual external audit. To ensure fiscal compliance, the new schools will retain an independent, certified public accounting firm to conduct a rigorous and in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The Audit & Finance Committee of the Board of Trustees will interview and make a recommendation to the full board for decision. Once the audit is complete, the Board will publish the results in the school's annual report. All information reported will adhere to generally accepted accounting procedures (GAAP) and will be in compliance with applicable Government Accounting standards. Funding for this audit is included in the school's financial plan.



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 10**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**START-UP  
PERIOD**

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

		January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>		-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
	No. of Positions							
	Executive Management	-	-	-	-	-	-	-
	Instructional Management	-	-	-	-	-	-	-
	Deans, Directors & Coordinators	-	-	-	-	-	-	-
	CFO / Director of Finance	-	-	-	-	-	-	-
	Operation / Business Manager	-	-	-	-	-	-	-
	Administrative Staff	-	-	-	-	-	-	-
	<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
	Teachers - Regular	-	-	-	-	-	-	-
	Teachers - SPED	-	-	-	-	-	-	-
	Substitute Teachers	-	-	-	-	-	-	-
	Teaching Assistants	-	-	-	-	-	-	-
	Specialty Teachers	-	-	-	-	-	-	-
	Aides	-	-	-	-	-	-	-
	Therapists & Counselors	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
	Nurse	-	-	-	-	-	-	-
	Librarian	-	-	-	-	-	-	-
	Custodian	-	-	-	-	-	-	-
	Security	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-
	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>								
	Payroll Taxes	-	-	-	-	-	-	-
	Fringe / Employee Benefits	-	-	-	-	-	-	-
	Retirement / Pension	-	-	-	-	-	-	-
	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	-	-	-
	<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-
<b>CONTRACTED SERVICES</b>								
	Accounting / Audit	-	-	-	-	-	-	-
	Legal	-	-	-	-	-	-	-
	Management Company Fee	-	-	-	-	-	-	-
	Nurse Services	-	-	-	-	-	-	-
	Food Service / School Lunch	-	-	-	-	-	-	-
	Payroll Services	-	-	-	-	-	-	-
	Special Ed Services	-	-	-	-	-	-	-
	Titelment Services (i.e. Title I)	-	-	-	-	-	-	-
	Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
	<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>								
	Board Expenses	-	-	-	-	-	-	-
	Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
	Special Ed Supplies & Materials	-	-	-	-	-	-	-
	Textbooks / Workbooks	-	-	-	-	-	-	-
	Supplies & Materials other	-	-	-	-	-	-	-
	Equipment / Furniture	-	-	-	-	-	-	-
	Telephone	-	-	-	-	-	-	-
	Technology	-	-	-	-	-	-	-
	Student Testing & Assessment	-	-	-	-	-	-	-
	Field Trips	-	-	-	-	-	-	-
	Transportation (student)	-	-	-	-	-	-	-
	Student Services - other	-	-	-	-	-	-	-
	Office Expense	-	-	-	-	-	-	-
	Staff Development	-	-	-	-	-	-	-
	Staff Recruitment	-	-	-	-	-	-	-
	Student Recruitment / Marketing	-	-	-	-	-	-	-
	School Meals / Lunch	-	-	-	-	-	-	-
	Travel (Staff)	-	-	-	-	-	-	-
	Fundraising	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
	Insurance	-	-	-	-	-	-	-
	Janitorial	-	-	-	-	-	-	-
	Building and Land Rent / Lease	-	-	-	-	-	-	-
	Repairs & Maintenance	-	-	-	-	-	-	-
	Equipment / Furniture	-	-	-	-	-	-	-
	Security	-	-	-	-	-	-	-
	Utilities	-	-	-	-	-	-	-
	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>								
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>								
	<b>TOTAL EXPENSES</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>								
<b>OPERATING ACTIVITIES</b>								
	Example - Add Back Depreciation	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>Total Operating Activities</b>	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>								
	Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>Total Investment Activities</b>	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>								
	Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	<b>Total Financing Activities</b>	-	-	-	-	-	-	-
	<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>		-	-	-	-	-	-	-





**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2015 to June 30, 2016**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,113,111	483,650	-	-	-	3,596,761
<b>Total Expenses</b>	3,277,246	565,933	-	-	-	3,843,179
<b>Net Income</b>	(164,135)	(82,283)	-	-	-	(246,419)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
School District 1 (Enter Name)	14,127	2,288,574	254,286	-	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,127</b>	<b>2,288,574</b>	<b>254,286</b>	<b>-</b>	<b>-</b>	<b>2,542,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,288,574</b>	<b>363,382</b>	<b>-</b>	<b>-</b>	<b>2,651,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>		-	28,653	-	-	28,653
IDEA Special Needs		-	28,653	-	-	28,653
Title I		82,520	9,169	-	-	91,688
Title Funding - Other		10,315	1,146	-	-	11,461
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		191,145	21,238	-	-	212,383
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>283,979</b>	<b>60,206</b>	<b>-</b>	<b>-</b>	<b>344,185</b>
<b>LOCAL and OTHER REVENUE</b>		-	-	-	-	-
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		81,236	9,026	-	-	90,262
Earnings on Investments		-	-	-	-	-
Interest Income		1,607	179	-	-	1,786
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		457,715	50,857	-	-	508,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>540,558</b>	<b>60,062</b>	<b>-</b>	<b>-</b>	<b>600,620</b>
<b>TOTAL REVENUE</b>		<b>3,113,111</b>	<b>483,650</b>	<b>-</b>	<b>-</b>	<b>3,596,761</b>

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2015 to June 30, 2016**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,113,111	483,650	-	-	-	3,596,761
<b>Total Expenses</b>	3,277,246	565,933	-	-	-	3,843,179
<b>Net Income</b>	(164,135)	(82,283)	-	-	-	(246,419)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	-	129,359	14,373	-	-	143,732
Deans, Directors & Coordinators	-	163,585	18,176	-	-	181,761
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	71,632	7,959	-	-	79,591
Administrative Staff	-	38,203	4,245	-	-	42,448
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	402,779	44,753	-	-	447,532
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	-	700,516	77,835	-	-	778,352
Teachers - SPED	-	-	201,795	-	-	201,795
Substitute Teachers	-	4,584	509	-	-	5,094
Teaching Assistants	-	81,182	9,020	-	-	90,203
Specialty Teachers	-	90,808	10,090	-	-	100,897
Aides	-	-	-	-	-	-
Therapists & Counselors	-	67,418	7,491	-	-	74,909
Other	-	40,684	4,520	-	-	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	985,193	311,261	-	-	1,296,453
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	597	66.36	-	-	664
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	597	66	-	-	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	1,388,569	356,080	-	-	1,744,649
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	152,263	16,918	-	-	169,181
Fringe / Employee Benefits	-	101,508	11,279	-	-	112,787
Retirement / Pension	-	20,792	2,310	-	-	23,102
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	274,563	30,507	-	-	305,070
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	1,663,132	386,587	-	-	2,049,719
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	7,335	815	-	-	8,150
Legal	-	2,292	255	-	-	2,547
Management Company Fee	-	274,135	30,459	-	-	304,594
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	15,472	1,719	-	-	17,192
Payroll Services	-	4,011	446	-	-	4,457
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,599	1,289	-	-	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	314,844	34,983	-	-	349,827
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,447	716	-	-	7,163
Special Ed Supplies & Materials	-	3,094	344	-	-	3,438
Textbooks / Workbooks	-	38,681	4,298	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	30,945	3,438	-	-	34,383
Telephone	-	35,844	3,983	-	-	39,827
Technology	-	103,493	11,499	-	-	114,992
Student Testing & Assessment	-	9,283	1,031	-	-	10,315
Field Trips	-	5,415	602	-	-	6,017
Transportation (student)	-	15,472	1,719	-	-	17,192
Student Services - other	-	5,415	602	-	-	6,017
Office Expense	-	20,630	2,292	-	-	22,922
Staff Development	-	16,117	1,791	-	-	17,908
Staff Recruitment	-	6,447	716	-	-	7,163
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	206	23	-	-	229
Fundraising	-	-	-	-	-	-
Other	-	3,223	358	-	-	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	300,715	33,413	-	-	334,128
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	32,638	3,626	-	-	36,264
Janitorial	-	40,500	4,500	-	-	45,000
Building and Land Rent / Lease	-	546,750	60,750	-	-	607,500
Repairs & Maintenance	-	28,350	3,150	-	-	31,500
Equipment / Furniture	-	162,000	18,000	-	-	180,000
Security	-	45,000	5,000	-	-	50,000
Utilities	-	108,000	12,000	-	-	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	963,238	107,026	-	-	1,070,264
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	35,317	3,924	-	-	39,242
<b>TOTAL EXPENSES</b>	-	3,277,246	565,933	-	-	3,843,179
<b>NET INCOME</b>	-	(164,135)	(82,283)	-	-	(246,419)



**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Revenue</b>	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Expenses</b>	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	299,638	3,843,179
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	14,127												
School District 1 (Enter Name)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	2,651,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	28,653	-	-	28,653
Title I	-	-	-	-	-	91,688	-	-	-	-	-	-	91,688
Title Funding - Other	-	-	-	-	-	11,461	-	-	-	-	-	-	11,461
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	180,525	-	-	31,857	-	-	-	-	-	212,383
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	180,525	-	103,149	31,857	-	-	28,653	-	-	344,185
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	90,262	90,262
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	149	149	149	149	149	149	149	149	149	149	149	149	1,786
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	508,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	42,530	132,792	600,620
<b>TOTAL REVENUE</b>	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	484,522	42,530	484,522	223,055	484,522	145,679	516,380	42,530	484,522	71,182	484,522	132,792	3,596,761
<b>Total Revenue</b>													
<b>Total Expenses</b>	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	299,638	3,843,179
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(166,846)	(246,418)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	143,732
Deans, Directors & Coordinators	-	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	15,147	181,761
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	79,591
Administrative Staff	-	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	42,448
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	37,294	447,532
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	64,863	778,352
Teachers - SPED	-	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	201,795
Substitute Teachers	-	424	424	424	424	424	424	424	424	424	424	424	5,094
Teaching Assistants	-	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	90,203
Specialty Teachers	-	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	100,897
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	74,909
Other	-	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	108,038	1,296,453
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	55	55	55	55	55	55	55	55	55	55	55	664
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	55	55	55	55	55	55	55	55	55	55	55	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	145,387	1,744,649
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	169,181
Fringe / Employee Benefits	-	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	9,399	112,787
Retirement / Pension	-	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	23,102
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	25,422	305,070
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	170,810	2,049,719
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	679	679	679	679	679	679	679	679	679	679	679	8,150
Legal	-	212	212	212	212	212	212	212	212	212	212	212	2,547
Management Company Fee	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	304,594
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Payroll Services	-	371	371	371	371	371	371	371	371	371	371	371	4,457
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	53,102	2,337	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	54,822	349,827
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	2,388	-	2,388	2,388	-	-	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	1,146	-	1,146	1,146	-	-	-	-	-	-	3,438
Textbooks / Workbooks	-	-	14,326	-	14,326	14,326	-	-	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	34,383
Telephone	-	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	39,827
Technology	-	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	114,992
Student Testing & Assessment	-	-	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	10,315
Field Trips	-	-	-	-	-	-	-	-	-	6,017	-	-	6,017
Transportation (student)	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Student Services - other	-	-	602	602	602	602	602	602	602	602	602	602	6,017
Office Expense	-	-	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	22,922
Staff Development	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	17,908
Staff Recruitment	-	-	716	716	716	716	716	716	716	716	716	716	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	23	23	23	23	23	23	23	23	23	23	229
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	298	298	298	298	298	298	298	298	298	298	298	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	13,200	13,200	42,673	24,813	42,673	24,813	24,813	24,813	30,830	24,813	24,813	334,128
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	36,264
Janitorial	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease	-	-	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	60,750	607,500
Repairs & Maintenance	-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Security	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Utilities	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	35,939	67,439	96,689	96,689	96,689	96,689	96,689	96,689	96,689	96,689	96,689	1,070,264
<b>DEPRECIATION &amp; AMORTIZATION</b>													
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	39,242
<b>TOTAL EXPENSES</b>	-	276,321	257,056	368,263	299,638	368,263	317,498	350,403	299,638	350,403	305,655	350,403	3,843,179
<b>NET INCOME</b>	-	208,201	(214,526)	116,259	(76,582)	116,259	(171,819)	165,977	(257,108)	134,119	(234,472)	134,119	(246,418)
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-										

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
<b>Total Revenue</b>	3,596,761	5,091,315	9,019,754	12,470,395	14,331,511
<b>Total Expenses</b>	3,843,179	5,745,229	9,058,886	11,928,168	13,944,945
<b>Net Income (Before Cash Flow Adjustments)</b>	(246,418)	(653,914)	(39,132)	542,227	386,566
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732
	<b>Year 1 2015</b>	<b>Year 2 2016</b>	<b>Year 3 2017</b>	<b>Year 4 2018</b>	<b>Year 5 2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	109,096	151,523	276,377	387,898	443,658
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	2,651,956	3,808,273	6,946,289	9,749,178	11,150,622
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	28,653	44,163	75,519	108,112	126,126
Title I	91,688	141,322	235,567	333,524	384,580
Title Funding - Other	11,461	17,665	29,192	41,172	47,280
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	212,383	224,696	188,738	72,181	147,250
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	344,185	427,846	529,015	554,990	705,236
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	90,262	121,094	205,531	286,766	325,685
Earnings on Investments	-	-	-	-	-
Interest Income	1,786	2,752	4,936	7,206	8,576
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	508,572	731,350	1,333,982	1,872,256	2,141,393
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	600,620	855,196	1,544,449	2,166,228	2,475,654
<b>TOTAL REVENUE</b>	<b>3,596,761</b>	<b>5,091,315</b>	<b>9,019,754</b>	<b>12,470,395</b>	<b>14,331,511</b>

Assumes 4% students eligible for funding at 20-60 level and 1% at 60+ level

Assumes 10% of students eligible for funding  
Assumes 80% FRL, \$600 per pupil  
Assumes 80% FRL, \$60 per pupil

a new school.

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,596,761	5,091,315	9,019,754	12,470,395	14,331,511
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<b>Net Income (Before Cash Flow Adjustments)</b>	(246,418)	(653,914)	(39,132)	542,227	386,566
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
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<b>EXPENSES</b>		No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	143,732	146,607	299,078	305,059	311,161	Starts with one in elementary. Adds one in middle school in 2017
Deans, Directors & Coordinators	2.00	181,761	370,793	567,313	771,546	983,721	2017 and one in middle in 2017
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	79,591	81,182	165,612	168,924	172,303	middle school in 2018.
Administrative Staff	1.00	42,448	90,924	139,644	192,979	192,979	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>447,532</b>	<b>689,506</b>	<b>1,171,647</b>	<b>1,438,509</b>	<b>1,660,164</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	12.00	778,352	1,382,006	2,351,041	3,396,239	3,967,436	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00	201,795	308,746	494,315	687,182	778,352	
Substitute Teachers	-	5,094	8,226	12,835	17,568	19,987	
Teaching Assistants	-	90,203	119,068	215,296	275,910	310,145	
Specialty Teachers	2.00	100,897	154,373	284,367	381,545	427,889	school in 2018.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	74,909	224,976	229,476	234,065	274,784	Starts with 1 in elementary and adds 2 in 2015.
Other	-	45,204	69,675	120,549	173,431	203,371	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>1,296,453</b>	<b>2,267,070</b>	<b>3,707,879</b>	<b>5,165,941</b>	<b>5,981,964</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	664	1,023	2,001	3,017	3,707	Overtime only
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>664</b>	<b>1,023</b>	<b>2,001</b>	<b>3,017</b>	<b>3,707</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,744,649</b>	<b>2,957,600</b>	<b>4,881,527</b>	<b>6,607,467</b>	<b>7,645,835</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	169,181	273,227	451,286	636,377	740,896	
Fringe / Employee Benefits	-	112,787	182,151	300,857	424,251	493,930	
Retirement / Pension	-	23,102	37,310	61,071	85,729	99,466	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>305,070</b>	<b>492,688</b>	<b>813,215</b>	<b>1,146,357</b>	<b>1,334,292</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>2,049,719</b>	<b>3,450,287</b>	<b>5,694,742</b>	<b>7,753,825</b>	<b>8,980,127</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	8,150	13,162	21,728	30,632	35,655	
Legal	-	2,547	4,113	6,790	9,572	11,142	
Management Company Fee	-	304,594	459,721	773,950	1,089,304	1,249,488	10% of public revenue (before facilities funds)
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	17,192	26,498	45,311	64,867	75,675	
Payroll Services	-	4,457	7,198	11,883	16,752	19,499	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	12,887	20,813	33,613	46,860	54,082	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>349,827</b>	<b>531,506</b>	<b>893,275</b>	<b>1,257,986</b>	<b>1,445,542</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	7,163	10,643	18,433	29,224	28,921	Based on historical spending
Special Ed Supplies & Materials	-	3,438	5,300	9,976	16,487	17,988	Based on historical spending
Textbooks / Workbooks	-	42,979	59,620	92,908	177,483	101,728	Based on historical spending
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	34,383	33,122	45,411	56,759	40,319	Based on historical spending
Telephone	-	39,827	45,485	82,693	129,452	131,129	Based on historical spending
Technology	-	114,992	161,785	255,553	343,862	384,849	Based on historical spending
Student Testing & Assessment	-	10,315	15,899	26,273	41,172	42,552	Based on historical spending
Field Trips	-	6,017	9,274	30,943	59,416	73,566	Based on historical spending
Transportation (student)	-	17,192	26,498	45,311	72,074	75,675	Based on historical spending
Student Services - other	-	6,017	9,274	21,344	37,659	43,606	Based on historical spending
Office Expense	-	22,922	35,850	62,005	99,102	104,209	Based on historical spending
Staff Development	-	17,908	28,008	52,416	86,433	93,819	Based on historical spending
Staff Recruitment	-	7,163	11,203	19,377	30,969	32,565	Based on historical spending
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	229	370	1,148	2,219	2,657	Based on historical spending
Fundraising	-	-	-	-	-	-	
Other	-	3,582	5,602	9,688	15,485	16,283	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>334,128</b>	<b>457,933</b>	<b>773,480</b>	<b>1,197,798</b>	<b>1,189,867</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	36,264	50,770	60,282	77,030	104,760	
Janitorial	-	45,000	76,050	101,250	114,750	171,000	
Building and Land Rent / Lease	-	607,500	829,238	1,004,400	1,054,886	1,475,626	Assumes \$20psf w/ escalator clause.
Repairs & Maintenance	-	31,500	46,800	60,750	67,500	90,000	
Equipment / Furniture	-	180,000	29,635	124,877	35,575	48,383	1, followed by \$500 per new student until full enrollment (split b/w facilities)
Security	-	50,000	50,000	75,000	75,000	75,000	
Utilities	-	120,000	159,900	189,000	193,500	264,000	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>1,070,264</b>	<b>1,242,393</b>	<b>1,615,559</b>	<b>1,618,241</b>	<b>2,228,769</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>39,242</b>	<b>63,110</b>	<b>81,831</b>	<b>100,319</b>	<b>100,640</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,843,179</b>	<b>5,745,229</b>	<b>9,058,886</b>	<b>11,928,168</b>	<b>13,944,945</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(246,418)</b>	<b>(653,914)</b>	<b>(39,132)</b>	<b>542,227</b>	<b>386,566</b>	

Achievement First Charter School 10 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
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<b>Total Paid Student Enrollment</b>	180	250	456	640	732	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>19,982</b>	<b>20,365</b>	<b>19,780</b>	<b>19,485</b>	<b>19,579</b>	
<b>EXPENSES PER PUPIL</b>	<b>21,351</b>	<b>22,981</b>	<b>19,866</b>	<b>18,638</b>	<b>19,050</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(246,418)</b>	<b>(653,914)</b>	<b>(39,132)</b>	<b>542,227</b>	<b>386,566</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>753,582</b>	<b>99,668</b>	<b>60,536</b>	<b>602,763</b>	Assumes 1/3 of AF Bushwick cash reserves
<b>ENDING CASH BALANCE</b>	<b>753,582</b>	<b>99,668</b>	<b>60,536</b>	<b>602,763</b>	<b>989,329</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 10**

Contact Name: Tony Siddall

Contact Email:

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Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**START-UP  
PERIOD**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
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**CONTRACTED SERVICES**

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

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-	-
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**DISSOLUTION ESCROW & RESERVES / CONTINGENCY**

-	-
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**TOTAL EXPENSES**

-	-
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**NET INCOME**

-	-
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**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,905,396	432,793	-	-	-	3,338,189
<b>Total Expenses</b>	3,044,381	442,889	-	-	-	3,487,270
<b>Net Income</b>	(138,985)	(10,096)	-	-	-	(149,081)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	2,288,574	254,286	-	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,127</b>	<b>2,288,574</b>	<b>254,286</b>	<b>-</b>	<b>-</b>	<b>2,542,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,288,574</b>	<b>363,382</b>	<b>-</b>	<b>-</b>	<b>2,651,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	28,653	-	-	28,653
Title I		82,520	9,169	-	-	91,689
Title Funding - Other		10,315	1,146	-	-	11,461
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		191,145	21,238	-	-	212,383
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>283,979</b>	<b>60,206</b>	<b>-</b>	<b>-</b>	<b>344,185</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		250,000	-	-	-	250,000
Fundraising		-	-	-	-	-
Erate Reimbursement		81,236	9,026	-	-	90,262
Earnings on Investments		-	-	-	-	-
Interest Income		1,607	179	-	-	1,786
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>332,843</b>	<b>9,205</b>	<b>-</b>	<b>-</b>	<b>342,048</b>
<b>TOTAL REVENUE</b>		<b>2,905,396</b>	<b>432,793</b>	<b>-</b>	<b>-</b>	<b>3,338,189</b>

**Achievement First Charter School 10**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,905,396	432,793	-	-	-	-	3,338,189
<b>Total Expenses</b>	3,044,381	442,889	-	-	-	-	3,487,270
<b>Net Income</b>	(138,985)	(10,096)	-	-	-	-	(149,081)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

assumes 10% special education students

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

		No. of Positions						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	125,591	13,955	-	-	-	-	139,546
Deans, Directors & Coordinators	-	158,821	17,647	-	-	-	-	176,468
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	69,545	7,727	-	-	-	-	77,272
Administrative Staff	-	37,091	4,121	-	-	-	-	41,212
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	391,048	43,450	-	-	-	-	434,498
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	723,867	-	-	-	-	-	723,867
Teachers - SPED	-	-	181,615	-	-	-	-	181,615
Substitute Teachers	-	4,584	509	-	-	-	-	5,094
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	90,808	10,090	-	-	-	-	100,897
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	67,418	7,491	-	-	-	-	74,909
Other	-	40,684	4,520	-	-	-	-	45,204
<b>TOTAL INSTRUCTIONAL</b>	-	927,361	204,226	-	-	-	-	1,131,586
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	597	66.36	-	-	-	-	664
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	597	66	-	-	-	-	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>								
	-	1,319,006	247,742	-	-	-	-	1,566,748
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	137,036	15,226	-	-	-	-	152,263
Fringe / Employee Benefits	-	91,358	10,151	-	-	-	-	101,508
Retirement / Pension	-	18,713	2,079	-	-	-	-	20,792
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	247,107	27,456	-	-	-	-	274,563
<b>TOTAL PERSONNEL SERVICE COSTS</b>								
	-	1,566,113	275,198	-	-	-	-	1,841,311
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	7,335	815	-	-	-	-	8,150
Legal	-	2,292	255	-	-	-	-	2,547
Management Company Fee	-	274,135	30,459	-	-	-	-	304,594
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,472	1,719	-	-	-	-	17,192
Payroll Services	-	4,011	446	-	-	-	-	4,457
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,599	1,289	-	-	-	-	12,887
<b>TOTAL CONTRACTED SERVICES</b>	-	314,844	34,983	-	-	-	-	349,827
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,447	716	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	3,438	-	-	-	-	3,438
Textbooks / Workbooks	-	38,681	4,298	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	30,945	3,438	-	-	-	-	34,383
Telephone	-	35,844	3,983	-	-	-	-	39,827
Technology	-	77,620	8,624	-	-	-	-	86,244
Student Testing & Assessment	-	9,283	1,031	-	-	-	-	10,315
Field Trips	-	5,415	602	-	-	-	-	6,017
Transportation (student)	-	15,472	1,719	-	-	-	-	17,192
Student Services - other	-	5,415	602	-	-	-	-	6,017
Office Expense	-	20,630	2,292	-	-	-	-	22,922
Staff Development	-	16,117	1,791	-	-	-	-	17,908
Staff Recruitment	-	6,447	716	-	-	-	-	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	206	23	-	-	-	-	229
Fundraising	-	-	-	-	-	-	-	-
Other	-	3,223	358	-	-	-	-	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	-	271,747	33,632	-	-	-	-	305,380
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	32,638	3,626	-	-	-	-	36,264
Janitorial	-	40,500	4,500	-	-	-	-	45,000
Building and Land Rent / Lease	-	440,073	48,897	-	-	-	-	488,970
Repairs & Maintenance	-	28,350	3,150	-	-	-	-	31,500
Equipment / Furniture	-	162,000	18,000	-	-	-	-	180,000
Security	-	45,000	5,000	-	-	-	-	50,000
Utilities	-	108,000	12,000	-	-	-	-	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	856,561	95,173	-	-	-	-	951,734
<b>DEPRECIATION &amp; AMORTIZATION</b>								
	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>								
	-	35,116	3,902	-	-	-	-	39,018
<b>TOTAL EXPENSES</b>	-	3,044,381	442,889	-	-	-	-	3,487,270
<b>NET INCOME</b>	-	(138,985)	(10,096)	-	-	-	-	(149,081)



**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189
<b>Total Expenses</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	423,810	-	2,542,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	441,993	-	2,651,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	28,653	-	-	-	28,653
Title I	-	-	-	-	-	91,688	-	-	-	-	-	-	91,688
Title Funding - Other	-	-	-	-	-	11,461	-	-	-	-	-	-	11,461
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	180,525	-	-	31,857	-	-	-	-	-	212,383
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	180,525	-	103,149	31,857	-	28,653	-	-	-	344,185
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	90,262	90,262
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	149	149	149	149	149	149	149	149	149	149	149	149	1,786
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	250,149	149	149	149	149	149	149	149	149	149	149	90,411	342,048
<b>TOTAL REVENUE</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189

**Achievement First Charter School 10**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	692,141	149	442,141	180,674	442,141	103,298	473,999	149	442,141	28,801	442,141	90,411	3,338,189
<b>Total Expenses</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	139,546
Deans, Directors & Coordinators	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	14,706	176,468
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	77,273
Administrative Staff	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	41,212
<b>TOTAL ADMINISTRATIVE STAFF</b>	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	36,208	434,498
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	60,322	723,867
Teachers - SPED	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	15,135	181,615
Substitute Teachers	424	424	424	424	424	424	424	424	424	424	424	424	5,094
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	100,897
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	74,909
Other	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	45,204
<b>TOTAL INSTRUCTIONAL</b>	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	94,299	1,131,586
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	55	55	55	55	55	55	55	55	55	55	55	55	664
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	55	55	55	55	55	55	55	55	55	55	55	55	664
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	130,562	1,566,748
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	12,689	152,263
Fringe / Employee Benefits	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	8,459	101,508
Retirement / Pension	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	20,792
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	22,880	274,563
<b>TOTAL PERSONNEL SERVICE COSTS</b>	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	1,841,311
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	679	679	679	679	679	679	679	679	679	679	679	679	8,150
Legal	212	212	212	212	212	212	212	212	212	212	212	212	2,547
Management Company Fee	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	50,766	-	304,594
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Payroll Services	371	371	371	371	371	371	371	371	371	371	371	371	4,457
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	12,887
<b>TOTAL CONTRACTED SERVICES</b>	53,102	2,337	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	54,822	4,056	349,827
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	2,388	-	2,388	2,388	-	-	-	-	-	-	7,163
Special Ed Supplies & Materials	-	-	1,146	-	1,146	1,146	-	-	-	-	-	-	3,438
Textbooks / Workbooks	-	-	14,326	-	14,326	14,326	-	-	-	-	-	-	42,979
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	34,383
Telephone	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	3,319	39,827
Technology	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	7,187	86,244
Student Testing & Assessment	-	-	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	10,315
Field Trips	-	-	-	-	-	-	-	-	-	6,017	-	-	6,017
Transportation (student)	-	-	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	17,192
Student Services - other	-	-	602	602	602	602	602	602	602	602	602	602	6,017
Office Expense	-	-	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	22,922
Staff Development	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	17,908
Staff Recruitment	-	-	716	716	716	716	716	716	716	716	716	716	7,163
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	23	23	23	23	23	23	23	23	23	23	229
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	298	298	298	298	298	298	298	298	298	298	298	298	3,582
<b>TOTAL SCHOOL OPERATIONS</b>	10,804	10,804	40,277	22,417	40,277	40,277	22,417	22,417	22,417	28,434	22,417	22,417	305,379
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	3,022	36,264
Janitorial	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease	-	-	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	48,897	488,970
Repairs & Maintenance	-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Security	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Utilities	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	35,939	67,439	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	84,836	951,734
<b>DEPRECIATION &amp; AMORTIZATION</b>													
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	39,018
<b>TOTAL EXPENSES</b>	256,540	237,274	336,629	268,003	336,629	285,863	318,769	268,003	318,769	274,020	318,769	268,003	3,487,269
<b>NET INCOME</b>	435,602	(237,125)	105,513	(87,329)	105,513	(182,565)	155,230	(267,854)	123,373	(245,219)	123,373	(177,592)	(149,081)
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-											

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118
<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue		<b>CY Per Pupil Rate</b>			
School District 1 (Enter Name)	14,127	14,127			
School District 2 (Enter Name)	-	-			
School District 3 (Enter Name)	-	-			
School District 4 (Enter Name)	-	-			
School District 5 (Enter Name)	-	-			
School District 6 (Enter Name)	-	-			
School District 7 (Enter Name)	-	-			
School District 8 (Enter Name)	-	-			
School District 9 (Enter Name)	-	-			
School District 10 (Enter Name)	-	-			
School District 11 (Enter Name)	-	-			
School District 12 (Enter Name)	-	-			
School District 13 (Enter Name)	-	-			
School District 14 (Enter Name)	-	-			
School District 15 (Enter Name)	-	-			
School District - ALL OTHER	-	-			
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127	14,127			
Special Education Revenue	109,096	151,523	276,377	387,898	443,658
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>2,651,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	28,653	44,163	75,519	108,112	126,126
Title I	91,688	141,322	235,567	333,524	384,580
Title Funding - Other	11,461	17,665	29,192	41,172	47,280
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	212,383	224,696	188,738	72,181	147,250
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>344,185</b>	<b>427,846</b>	<b>529,015</b>	<b>554,990</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	250,000	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	90,262	121,094	205,531	286,766	325,685
Earnings on Investments	-	-	-	-	-
Interest Income	1,786	2,752	4,936	7,206	8,576
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>342,048</b>	<b>123,846</b>	<b>210,467</b>	<b>293,972</b>	<b>334,261</b>
<b>TOTAL REVENUE</b>	<b>3,338,189</b>	<b>4,359,965</b>	<b>7,685,772</b>	<b>10,598,139</b>	<b>12,190,118</b>

Assumes 4% students eligible for funding at 20-60 level and 1% at 60+ level

Assumes 10% of students eligible for funding  
Assumes 80% FRL, \$600 per pupil  
Assumes 80% FRL, \$60 per pupil

a new school.

**Achievement First Charter School 10  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	180	250	456	640	732

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

<b>EXPENSES</b>		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5	
			2015	2016	2017	2018	2019	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	-	-	-	-	
Instructional Management	1.00	-	139,546	140,941	284,702	287,549	290,424	Starts with one in elementary. Adds one in middle school in 2017
Deans, Directors & Coordinators	2.00	-	176,468	356,465	540,044	727,259	918,164	2017 and one in middle in 2017
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	77,273	78,045	157,652	159,228	160,820	middle school in 2018.
Administrative Staff	1.00	-	41,212	87,411	139,644	192,979	180,119	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>		<b>434,498</b>	<b>662,862</b>	<b>1,122,041</b>	<b>1,367,015</b>	<b>1,549,528</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	12.00	-	723,867	1,141,699	1,991,218	2,909,558	3,464,485	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00	-	181,615	277,871	444,883	618,464	700,517	
Substitute Teachers	-	-	5,094	8,226	12,835	17,568	19,987	
Teaching Assistants	-	-	-	-	-	1	-	
Specialty Teachers	2.00	-	100,897	124,874	199,294	238,736	248,874	school in 2018.
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	74,909	150,192	150,943	151,698	152,456	Starts with 1 in elementary and adds 2 in 2015.
Other	-	-	45,204	69,675	120,549	173,431	203,371	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>		<b>1,131,586</b>	<b>1,772,538</b>	<b>2,919,722</b>	<b>4,109,456</b>	<b>4,789,680</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	664	1,023	2,001	3,017	3,707	Overtime only
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>		<b>664</b>	<b>1,023</b>	<b>2,001</b>	<b>3,017</b>	<b>3,707</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,566,748</b>	<b>2,436,423</b>	<b>4,043,764</b>	<b>5,479,488</b>	<b>6,342,925</b>	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	-	152,263	245,904	406,157	572,739	666,806	
Fringe / Employee Benefits	-	-	101,508	163,936	270,772	381,826	444,537	
Retirement / Pension	-	-	20,792	33,579	54,964	77,156	89,520	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>		<b>274,563</b>	<b>443,419</b>	<b>731,893</b>	<b>1,031,722</b>	<b>1,200,863</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>		<b>1,841,311</b>	<b>2,879,842</b>	<b>4,775,657</b>	<b>6,511,210</b>	<b>7,543,788</b>	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	8,150	13,162	21,728	30,632	35,655	
Legal	-	-	2,547	4,113	6,790	9,572	11,142	
Management Company Fee	-	-	304,594	459,721	773,950	1,089,304	1,249,488	10% of public revenue (before facilities funds)
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	17,192	26,498	45,311	64,867	75,675	
Payroll Services	-	-	4,457	7,198	11,883	16,752	19,499	
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	12,887	20,813	33,613	46,860	54,082	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>		<b>349,827</b>	<b>531,506</b>	<b>893,275</b>	<b>1,257,986</b>	<b>1,445,542</b>	
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	7,163	10,643	18,433	29,224	28,921	Based on historical spending
Special Ed Supplies & Materials	-	-	3,438	5,300	9,976	16,487	17,988	Based on historical spending
Textbooks / Workbooks	-	-	42,979	59,620	92,908	177,483	101,728	Based on historical spending
Supplies & Materials other	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	34,383	33,122	45,411	56,759	40,319	Based on historical spending
Telephone	-	-	39,827	45,485	82,693	129,452	131,129	Based on historical spending
Technology	-	-	86,244	121,338	191,665	257,897	288,637	Based on historical spending
Student Testing & Assessment	-	-	10,315	15,899	26,273	41,172	42,552	Based on historical spending
Field Trips	-	-	6,017	9,274	30,943	59,416	73,566	Based on historical spending
Transportation (student)	-	-	17,192	26,498	45,311	72,074	75,675	Based on historical spending
Student Services - other	-	-	6,017	9,274	21,344	37,659	43,606	Based on historical spending
Office Expense	-	-	22,922	35,850	62,005	99,102	104,209	Based on historical spending
Staff Development	-	-	17,908	28,008	52,416	86,433	93,819	Based on historical spending
Staff Recruitment	-	-	7,163	11,203	19,377	30,969	32,565	Based on historical spending
Student Recruitment / Marketing	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	
Travel (Staff)	-	-	229	370	1,148	2,219	2,657	Based on historical spending
Fundraising	-	-	-	-	-	-	-	
Other	-	-	3,582	5,602	9,688	15,485	16,283	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>		<b>305,380</b>	<b>417,487</b>	<b>709,592</b>	<b>1,111,832</b>	<b>1,093,654</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	-	36,264	50,770	60,282	77,030	104,760	
Janitorial	-	-	45,000	76,050	101,250	114,750	171,000	
Building and Land Rent / Lease	-	-	488,970	498,750	712,500	950,000	969,000	shared admin rooms
Repairs & Maintenance	-	-	31,500	46,800	60,750	67,500	90,000	
Equipment / Furniture	-	-	180,000	29,635	124,877	35,575	48,383	1, followed by \$500 per new student until full enrollment (split b/w facilities)
Security	-	-	50,000	50,000	75,000	75,000	75,000	
Utilities	-	-	120,000	159,900	189,000	193,500	264,000	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>		<b>951,734</b>	<b>911,905</b>	<b>1,323,659</b>	<b>1,513,355</b>	<b>1,722,143</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>								
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>		<b>39,018</b>	<b>60,310</b>	<b>77,433</b>	<b>94,303</b>	<b>94,327</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>		<b>3,487,270</b>	<b>4,801,049</b>	<b>7,779,616</b>	<b>10,488,686</b>	<b>11,899,455</b>	
<b>NET INCOME</b>	<b>-</b>		<b>(149,081)</b>	<b>(441,084)</b>	<b>(93,844)</b>	<b>109,453</b>	<b>290,664</b>	

Achievement First Charter School 10 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	
<b>Total Revenue</b>	3,338,189	4,359,965	7,685,772	10,598,139	12,190,118	
<b>Total Expenses</b>	3,487,270	4,801,049	7,779,616	10,488,686	11,899,455	
<b>Net Income (Before Cash Flow Adjustments)</b>	(149,081)	(441,084)	(93,844)	109,453	290,664	
<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	180	250	456	640	732	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>18,545</b>	<b>17,440</b>	<b>16,855</b>	<b>16,560</b>	<b>16,653</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,374</b>	<b>19,204</b>	<b>17,061</b>	<b>16,389</b>	<b>16,256</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(149,081)</b>	<b>(441,084)</b>	<b>(93,844)</b>	<b>109,453</b>	<b>290,664</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>850,919</b>	<b>409,835</b>	<b>315,991</b>	<b>425,444</b>	Assumes 1/3 of AF Bushwick cash reserves
<b>ENDING CASH BALANCE</b>	<b>850,919</b>	<b>409,835</b>	<b>315,991</b>	<b>425,444</b>	<b>716,108</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 11**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2016

Operational Year ONE July 1, 2016 to June 30, 2017

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP  
PERIOD

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2016

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	3,217,647	495,838	-	-	-	3,713,485
<b>Total Expenses</b>	3,336,592	576,563	-	-	-	3,913,155
<b>Net Income</b>	(118,945)	(80,725)	-	-	-	(199,670)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,627	2,369,574	263,286	-	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,627	2,369,574	263,286	-	-	2,632,860
Special Education Revenue	-	109,096	-	-	-	109,096
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	2,369,574	372,382	-	-	-	2,741,956
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	29,226	-	-	-	29,226
Title I	84,170	9,352	-	-	-	93,522
Title Funding - Other	10,521	1,169	-	-	-	11,690
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	194,967	21,663	-	-	-	216,631
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	289,659	61,410	-	-	-	351,069
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	82,861	9,207	-	-	-	92,067
Earnings on Investments	-	-	-	-	-	-
Interest Income	1,639	182	-	-	-	1,821
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	473,915	52,657	-	-	-	526,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	558,415	62,046	-	-	-	620,461
<b>TOTAL REVENUE</b>	<b>3,217,647</b>	<b>495,838</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,713,485</b>

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	3,217,647	495,838	-	-	-	3,713,485
<b>Total Expenses</b>	3,336,592	576,563	-	-	-	3,913,155
<b>Net Income</b>	(118,945)	(80,725)	-	-	-	(199,670)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180
	PROGRAM SERVICES		SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	131,946	14,661	-	-	146,607
Deans, Directors & Coordinators	2.00	166,857	18,540	-	-	185,396
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	73,064	8,118	-	-	81,182
Administrative Staff	1.00	38,968	4,330	-	-	43,297
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>410,835</b>	<b>45,648</b>	<b>-</b>	<b>-</b>	<b>456,483</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	12.00	714,527	79,392	-	-	793,919
Teachers - SPED	3.00	-	205,831	-	-	205,831
Substitute Teachers	-	4,676	520	-	-	5,196
Teaching Assistants	-	82,806	9,201	-	-	92,007
Specialty Teachers	2.00	92,624	10,292	-	-	102,915
Aides	-	2,040	227	-	-	2,267
Therapists & Counselors	1.00	67,418	7,491	-	-	74,909
Other	-	41,497	4,611	-	-	46,108
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>1,005,588</b>	<b>317,563</b>	<b>-</b>	<b>-</b>	<b>1,323,151</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	609	68	-	-	677
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>609</b>	<b>68</b>	<b>-</b>	<b>-</b>	<b>677</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,417,032</b>	<b>363,279</b>	<b>-</b>	<b>-</b>	<b>1,780,311</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	155,308	17,256	-	-	172,564
Fringe / Employee Benefits	-	103,539	11,504	-	-	115,043
Retirement / Pension	-	21,208	2,356	-	-	23,564
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>280,054</b>	<b>31,117</b>	<b>-</b>	<b>-</b>	<b>311,171</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,697,086</b>	<b>394,396</b>	<b>-</b>	<b>-</b>	<b>2,091,482</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	7,482	831	-	-	8,313
Legal	-	2,338	260	-	-	2,598
Management Company Fee	-	274,878	30,542	-	-	305,420
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	15,782	1,754	-	-	17,535
Payroll Services	-	4,092	455	-	-	4,546
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,831	1,315	-	-	13,145
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>316,402</b>	<b>35,156</b>	<b>-</b>	<b>-</b>	<b>351,558</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,576	731	-	-	7,306
Special Ed Supplies & Materials	-	3,156	351	-	-	3,507
Textbooks / Workbooks	-	39,455	4,384	-	-	43,839
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	31,564	3,507	-	-	35,071
Telephone	-	36,561	4,062	-	-	40,624
Technology	-	113,103	12,567	-	-	125,670
Student Testing & Assessment	-	9,469	1,052	-	-	10,521
Field Trips	-	5,524	614	-	-	6,137
Transportation (student)	-	15,782	1,754	-	-	17,535
Student Services - other	-	5,524	614	-	-	6,137
Office Expense	-	21,042	2,338	-	-	23,381
Staff Development	-	16,439	1,827	-	-	18,266
Staff Recruitment	-	6,576	731	-	-	7,306
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	210	23	-	-	234
Fundraising	-	-	-	-	-	-
Other	-	3,288	365	-	-	3,653
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>314,269</b>	<b>34,919</b>	<b>-</b>	<b>-</b>	<b>349,188</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	32,964	3,663	-	-	36,627
Janitorial	-	40,905	4,545	-	-	45,450
Building and Land Rent / Lease	-	552,218	61,358	-	-	613,575
Repairs & Maintenance	-	28,634	3,182	-	-	31,815
Equipment / Furniture	-	163,620	18,180	-	-	181,800
Security	-	45,450	5,050	-	-	50,500
Utilities	-	109,080	12,120	-	-	121,200
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>972,870</b>	<b>108,097</b>	<b>-</b>	<b>-</b>	<b>1,080,967</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>						
	-	35,964	3,996	-	-	39,961
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,336,592</b>	<b>576,563</b>	<b>-</b>	<b>-</b>	<b>3,913,155</b>
<b>NET INCOME</b>	<b>-</b>	<b>(118,945)</b>	<b>(80,725)</b>	<b>-</b>	<b>-</b>	<b>(199,670)</b>



**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2016 to June 30, 2017**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	501,025	44,033	501,025	228,169	501,025	149,245	533,520	44,033	501,025	73,258	501,025	136,100	3,713,485
<b>Total Expenses</b>	281,367	262,279	374,541	305,420	374,541	323,638	356,324	305,420	356,324	311,558	356,324	305,420	3,913,155
<b>Net Income</b>	219,658	(218,246)	126,485	(77,252)	126,485	(174,392)	177,196	(261,387)	144,702	(238,299)	144,702	(169,320)	(199,670)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	750,000	751,412	659,650	708,883	758,116	710,208	713,012	628,821	512,136	418,538	324,941	300,323	750,000
<b>Net Income</b>	969,658	533,165	786,135	631,632	884,601	535,816	890,209	367,434	656,838	180,239	469,643	131,003	550,330
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
School District 1 (Enter Name)	14,627												
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,627												
Special Education Revenue													
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)													
Other													
Other													
<b>TOTAL REVENUE FROM STATE SOURCES</b>	456,993		456,993		456,993		456,993		456,993		456,993		2,741,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs													
Title I						93,522				29,226			29,226
Title Funding - Other						11,690							11,690
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation				184,136			32,495						216,631
Other													
Other													
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>				184,136		105,212	32,495			29,226			351,069
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations													
Fundraising													
Erate Reimbursement												92,067	92,067
Earnings on Investments													
Interest Income	152	152	152	152	152	152	152	152	152	152	152	152	1,821
Food Service (Income from meals)													
Text Book													
OTHER	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	43,881	526,572
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	44,033	136,100	620,461
<b>TOTAL REVENUE</b>	<b>501,025</b>	<b>44,033</b>	<b>501,025</b>	<b>228,169</b>	<b>501,025</b>	<b>149,245</b>	<b>533,520</b>	<b>44,033</b>	<b>501,025</b>	<b>73,258</b>	<b>501,025</b>	<b>136,100</b>	<b>3,713,485</b>



**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511		
<b>Total Revenue</b>	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511		
<b>Total Expenses</b>	3,913,155	5,667,335	8,850,778	11,609,141	13,967,233		
<b>Net Income (Before Cash Flow Adjustments)</b>	(199,670)	(564,986)	183,766	867,373	364,279		
<b>Actual Student Enrollment</b>	180	250	456	640	732		
<b>Total Paid Student Enrollment</b>	-	-	-	-	-		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		<b>CY Per Pupil Rate</b>					
School District 1 (Enter Name)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
Special Education Revenue			109,096	151,523	276,377	387,898	443,658
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>			<b>2,741,956</b>	<b>3,808,273</b>	<b>6,946,289</b>	<b>9,749,178</b>	<b>11,150,622</b>
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs			29,226	45,046	77,030	108,733	126,126
Title I			93,522	144,149	240,278	335,265	384,580
Title Funding - Other			11,690	18,019	29,776	41,380	47,280
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			216,631	229,190	192,513	73,625	147,250
Other			-	-	-	-	-
Other			-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			<b>351,069</b>	<b>436,403</b>	<b>539,596</b>	<b>559,003</b>	<b>705,236</b>
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			92,067	123,516	209,642	288,824	325,685
Earnings on Investments			-	-	-	-	-
Interest Income			1,821	2,807	5,034	7,254	8,576
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			526,572	731,350	1,333,982	1,872,256	2,141,393
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>			<b>620,461</b>	<b>857,673</b>	<b>1,548,659</b>	<b>2,168,334</b>	<b>2,475,654</b>
<b>TOTAL REVENUE</b>	<b>3,713,485</b>	<b>5,102,349</b>	<b>9,034,544</b>	<b>12,476,515</b>	<b>14,331,511</b>		



Achievement First Charter School 11 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>	3,713,485	5,102,349	9,034,544	12,476,515	14,331,511	
<b>Total Expenses</b>	3,913,155	5,667,335	8,850,778	11,609,141	13,967,233	
<b>Net Income (Before Cash Flow Adjustments)</b>	(199,670)	(564,986)	183,766	867,373	364,279	
<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>20,630</b>	<b>20,409</b>	<b>19,813</b>	<b>19,495</b>	<b>19,579</b>	
<b>EXPENSES PER PUPIL</b>	<b>21,740</b>	<b>22,669</b>	<b>19,410</b>	<b>18,139</b>	<b>19,081</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(199,670)</b>	<b>(564,986)</b>	<b>183,766</b>	<b>867,373</b>	<b>364,279</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>800,330</b>	<b>235,344</b>	<b>419,110</b>	<b>1,286,483</b>	
<b>ENDING CASH BALANCE</b>	<b>800,330</b>	<b>235,344</b>	<b>419,110</b>	<b>1,286,483</b>	<b>1,650,762</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **Achievement First Charter School 11**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2016

Operational Year ONE July 1, 2016 to June 30, 2017

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP  
PERIOD

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2016**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2016

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2016 to June 30, 2017**

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,993,732	443,181	-	-	-	3,436,913
<b>Total Expenses</b>	3,071,612	448,007	-	-	-	3,519,619
<b>Net Income</b>	(77,880)	(4,826)	-	-	-	(82,706)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,627	2,369,574	263,286	-	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,627</b>	<b>2,369,574</b>	<b>263,286</b>	<b>-</b>	<b>-</b>	<b>2,632,860</b>
Special Education Revenue		-	109,096	-	-	109,096
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,369,574</b>	<b>372,382</b>	<b>-</b>	<b>-</b>	<b>2,741,956</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	29,226	-	-	29,226
Title I		84,170	9,352	-	-	93,522
Title Funding - Other		10,521	1,169	-	-	11,690
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		194,967	21,663	-	-	216,631
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>289,659</b>	<b>61,410</b>	<b>-</b>	<b>-</b>	<b>351,069</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		250,000	-	-	-	250,000
Fundraising		-	-	-	-	-
Erate Reimbursement		82,861	9,207	-	-	92,067
Earnings on Investments		-	-	-	-	-
Interest Income		1,639	182	-	-	1,821
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>334,500</b>	<b>9,389</b>	<b>-</b>	<b>-</b>	<b>343,889</b>
<b>TOTAL REVENUE</b>		<b>2,993,732</b>	<b>443,181</b>	<b>-</b>	<b>-</b>	<b>3,436,913</b>

**Achievement First Charter School 11**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2016 to June 30, 2017

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,993,732	443,181	-	-	-	-	3,436,913
<b>Total Expenses</b>	3,071,612	448,007	-	-	-	-	3,519,619
<b>Net Income</b>	(77,880)	(4,826)	-	-	-	-	(82,706)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	162	18	-	-	-	-	180

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	126,847	14,094	-	-	-	140,941
Deans, Directors & Coordinators	2.00	160,409	17,823	-	-	-	178,232
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	70,241	7,805	-	-	-	78,045
Administrative Staff	1.00	37,462	4,162	-	-	-	41,624
<b>TOTAL ADMINISTRATIVE STAFF</b>	5.00	394,959	43,884	-	-	-	438,843
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	12.00	738,344	-	-	-	-	738,344
Teachers - SPED	3.00	-	185,248	-	-	-	185,248
Substitute Teachers	-	4,208	468	-	-	-	4,676
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	2.00	83,361	9,262	-	-	-	92,624
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	60,676	6,742	-	-	-	67,418
Other	-	37,348	4,150	-	-	-	41,497
<b>TOTAL INSTRUCTIONAL</b>	18.00	923,938	205,869	-	-	-	1,129,807
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	609	68	-	-	-	677
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	609	68	-	-	-	677
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	23.00	1,319,506	249,821	-	-	-	1,569,327
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	139,777	15,531	-	-	-	155,308
Fringe / Employee Benefits	-	93,185	10,354	-	-	-	103,539
Retirement / Pension	-	19,087	2,121	-	-	-	21,208
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	252,049	28,005	-	-	-	280,054
<b>TOTAL PERSONNEL SERVICE COSTS</b>	23.00	1,571,555	277,827	-	-	-	1,849,381
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	7,482	831	-	-	-	8,313
Legal	-	2,338	260	-	-	-	2,598
Management Company Fee	-	274,878	30,542	-	-	-	305,420
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	15,782	1,754	-	-	-	17,535
Payroll Services	-	4,092	455	-	-	-	4,546
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	11,831	1,315	-	-	-	13,145
<b>TOTAL CONTRACTED SERVICES</b>	-	316,402	35,156	-	-	-	351,558
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	6,576	731	-	-	-	7,306
Special Ed Supplies & Materials	-	-	3,507	-	-	-	3,507
Textbooks / Workbooks	-	39,455	4,384	-	-	-	43,839
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	31,564	3,507	-	-	-	35,071
Telephone	-	36,561	4,062	-	-	-	40,624
Technology	-	84,828	9,425	-	-	-	94,253
Student Testing & Assessment	-	9,469	1,052	-	-	-	10,521
Field Trips	-	5,524	614	-	-	-	6,137
Transportation (student)	-	15,782	1,754	-	-	-	17,535
Student Services - other	-	5,524	614	-	-	-	6,137
Office Expense	-	21,042	2,338	-	-	-	23,381
Staff Development	-	16,439	1,827	-	-	-	18,266
Staff Recruitment	-	6,576	731	-	-	-	7,306
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	210	23	-	-	-	234
Fundraising	-	-	-	-	-	-	-
Other	-	3,288	365	-	-	-	3,653
<b>TOTAL SCHOOL OPERATIONS</b>	-	282,837	34,933	-	-	-	317,771
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	32,964	3,663	-	-	-	36,627
Janitorial	-	40,905	4,545	-	-	-	45,450
Building and Land Rent / Lease	-	444,474	49,386	-	-	-	493,860
Repairs & Maintenance	-	28,634	3,182	-	-	-	31,815
Equipment / Furniture	-	163,620	18,180	-	-	-	181,800
Security	-	45,450	5,050	-	-	-	50,500
Utilities	-	109,080	12,120	-	-	-	121,200
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	865,126	96,125	-	-	-	961,251
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
	-	35,692	3,966	-	-	-	39,658
<b>TOTAL EXPENSES</b>	-	<b>3,071,612</b>	<b>448,007</b>	-	-	-	<b>3,519,619</b>
<b>NET INCOME</b>	-	<b>(77,880)</b>	<b>(4,826)</b>	-	-	-	<b>(82,706)</b>



**Achievement First Charter School 11**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2016 to June 30, 2017**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	707,144	152	457,144	184,288	457,144	105,364	489,639	152	457,144	29,377	457,144	92,219	3,436,913
<b>Total Expenses</b>	258,549	239,461	339,751	270,630	339,751	288,848	321,534	270,630	321,534	276,768	321,534	270,630	3,519,619
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	448,595	(239,309)	117,393	(86,343)	117,393	(183,483)	168,105	(270,479)	135,611	(247,390)	135,611	(178,411)	(82,706)
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	2,632,860
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	438,810	-	2,632,860
Special Education Revenue	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	18,183	-	109,096
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	456,993	-	456,993	-	456,993	-	456,993	-	456,993	-	456,993	-	2,741,956
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	29,226	-	-	29,226
Title I	-	-	-	-	-	93,522	-	-	-	-	-	-	93,522
Title Funding - Other	-	-	-	-	-	11,690	-	-	-	-	-	-	11,690
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	184,136	-	-	32,495	-	-	-	-	-	216,631
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	184,136	-	105,212	32,495	-	-	29,226	-	-	351,069
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	92,067	92,067
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	152	152	152	152	152	152	152	152	152	152	152	152	1,821
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	250,152	152	152	152	152	152	152	152	152	152	152	92,219	343,889
<b>TOTAL REVENUE</b>	<b>707,144</b>	<b>152</b>	<b>457,144</b>	<b>184,288</b>	<b>457,144</b>	<b>105,364</b>	<b>489,639</b>	<b>152</b>	<b>457,144</b>	<b>29,377</b>	<b>457,144</b>	<b>92,219</b>	<b>3,436,913</b>



**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119		
<b>Total Revenue</b>	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119		
<b>Total Expenses</b>	3,519,619	4,904,279	7,821,665	10,504,435	12,126,548		
<b>Net Income (Before Cash Flow Adjustments)</b>	(82,706)	(533,280)	(121,104)	99,824	63,571		
<b>Actual Student Enrollment</b>	180	250	456	640	732		
<b>Total Paid Student Enrollment</b>	-	-	-	-	-		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue		<b>CY Per Pupil Rate</b>					
School District 1 (Enter Name)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		14,627	2,632,860	3,656,750	6,669,912	9,361,280	10,706,964
Special Education Revenue			109,096	151,523	276,377	387,898	443,658
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,741,956	3,808,273	6,946,289	9,749,178	11,150,622
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs			29,226	45,046	77,030	108,733	126,126
Title I			93,522	144,149	240,278	335,265	384,580
Title Funding - Other			11,690	18,019	29,776	41,380	47,280
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			216,631	229,190	192,513	73,625	147,250
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			351,069	436,403	539,596	559,003	705,236
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations			250,000	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			92,067	123,516	209,642	288,824	325,685
Earnings on Investments			-	-	-	-	-
Interest Income			1,821	2,807	5,034	7,254	8,576
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	1
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			343,889	126,323	214,676	296,078	334,262
<b>TOTAL REVENUE</b>	<b>3,436,913</b>	<b>4,370,999</b>	<b>7,700,561</b>	<b>10,604,259</b>	<b>12,190,119</b>		

**Achievement First Charter School 11  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119
<b>Total Expenses</b>	3,519,619	4,904,279	7,821,665	10,504,435	12,126,548
<b>Net Income (Before Cash Flow Adjustments)</b>	(82,706)	(533,280)	(121,104)	99,824	63,571
<b>Actual Student Enrollment</b>	180	250	456	640	732
<b>Total Paid Student Enrollment</b>	-	-	-	-	-

	<b>Year 1 2016</b>	<b>Year 2 2017</b>	<b>Year 3 2018</b>	<b>Year 4 2019</b>	<b>Year 5 2020</b>
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<b>EXPENSES</b>		No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	140,941	142,351	287,549	290,424	280,045	Starts with one in elementary. Adds one in middle school in 2017 and one in middle in 2018
Deans, Directors & Coordinators	2.00	178,232	360,029	545,444	728,548	885,349	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	78,045	78,826	159,228	160,820	155,073	middle school in 2018.
Administrative Staff	1.00	41,624	88,285	89,168	131,257	173,681	Principals assistant & intern at ES and MS
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.00</b>	<b>438,843</b>	<b>669,491</b>	<b>1,081,389</b>	<b>1,311,050</b>	<b>1,494,147</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	12.00	738,344	1,164,533	2,031,042	2,967,749	3,170,692	history/science teacher per grade K-2; 3-5: assumes one reading, one writing, shared for 2 grades (math, ELA); 5-8: one special education tchr per grade
Teachers - SPED	3.00	185,248	283,429	453,781	630,833	700,517	
Substitute Teachers	-	4,676	7,552	11,782	15,896	17,988	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	92,624	108,370	126,793	148,348	385,100	school in 2018.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	67,418	202,478	206,528	210,659	247,305	Starts with 1 in elementary and adds 2 in 2018.
Other	-	41,497	63,961	110,664	157,022	183,034	Temp staff, afterschool staff, Saturday academy staff
<b>TOTAL INSTRUCTIONAL</b>	<b>18.00</b>	<b>1,129,807</b>	<b>1,830,323</b>	<b>2,940,590</b>	<b>4,130,507</b>	<b>4,704,637</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	677	1,043	2,041	3,042	3,336	Overtime only
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>677</b>	<b>1,043</b>	<b>2,041</b>	<b>3,042</b>	<b>3,336</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,569,327</b>	<b>2,500,857</b>	<b>4,024,020</b>	<b>5,444,599</b>	<b>6,202,121</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	155,308	250,822	414,281	576,519	666,806	
Fringe / Employee Benefits	-	103,539	167,215	276,187	384,346	444,537	
Retirement / Pension	-	21,208	34,251	56,064	77,651	89,520	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>280,054</b>	<b>452,287</b>	<b>746,531</b>	<b>1,038,516</b>	<b>1,200,863</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>23.00</b>	<b>1,849,381</b>	<b>2,953,145</b>	<b>4,770,551</b>	<b>6,483,115</b>	<b>7,402,984</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	8,313	13,426	22,163	30,833	32,090	
Legal	-	2,598	4,196	6,926	9,635	10,028	
Management Company Fee	-	305,420	460,958	776,089	1,090,264	1,124,539	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	17,535	27,028	46,218	65,240	68,108	
Payroll Services	-	4,546	7,342	12,120	16,862	17,549	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	13,145	21,229	34,285	47,147	48,674	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>351,558</b>	<b>534,179</b>	<b>897,801</b>	<b>1,259,982</b>	<b>1,300,988</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	7,306	10,856	18,801	29,413	26,029	Based on historical spending
Special Ed Supplies & Materials	-	3,507	5,406	10,176	16,611	16,190	Based on historical spending
Textbooks / Workbooks	-	43,839	60,813	94,767	178,208	91,555	Based on historical spending
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	35,071	33,785	46,319	57,380	36,287	Based on historical spending
Telephone	-	40,624	46,395	84,347	130,346	118,016	Based on historical spending
Technology	-	94,253	132,606	209,462	278,031	346,364	Based on historical spending
Student Testing & Assessment	-	10,521	16,217	26,798	41,380	38,297	Based on historical spending
Field Trips	-	6,137	9,460	31,562	60,245	66,210	Based on historical spending
Transportation (student)	-	17,535	27,028	46,218	72,489	68,108	Based on historical spending
Student Services - other	-	6,137	9,460	21,771	38,053	39,246	Based on historical spending
Office Expense	-	23,381	36,567	63,245	99,679	93,788	Based on historical spending
Staff Development	-	18,266	28,568	53,465	87,064	84,437	Based on historical spending
Staff Recruitment	-	7,306	11,427	19,764	31,150	29,309	Based on historical spending
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	234	378	1,171	2,250	2,391	Based on historical spending
Fundraising	-	-	-	-	-	-	
Other	-	3,653	5,714	9,882	15,575	14,654	Based on historical spending
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>317,771</b>	<b>434,677</b>	<b>737,748</b>	<b>1,137,874</b>	<b>1,070,880</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	36,627	51,278	60,885	77,800	105,808	
Janitorial	-	45,450	76,811	102,263	115,898	172,710	
Building and Land Rent / Lease	-	493,860	503,738	719,625	959,500	1,490,382	requirements rather than ideal facilities requirements.
Repairs & Maintenance	-	31,815	47,268	61,358	68,175	90,900	
Equipment / Furniture	-	181,800	29,931	126,126	35,931	48,867	1, followed by \$500 per new student until full enrollment (split b/w facilities
Security	-	50,500	50,500	75,750	75,750	75,750	
Utilities	-	121,200	161,499	190,890	195,435	266,640	Based on expenditures at current financ
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>961,251</b>	<b>921,024</b>	<b>1,336,896</b>	<b>1,528,489</b>	<b>2,251,057</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>39,658</b>	<b>61,254</b>	<b>78,671</b>	<b>94,975</b>	<b>100,640</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>3,519,619</b>	<b>4,904,279</b>	<b>7,821,665</b>	<b>10,504,435</b>	<b>12,126,548</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(82,706)</b>	<b>(533,280)</b>	<b>(121,104)</b>	<b>99,824</b>	<b>63,571</b>	

Achievement First Charter School 11 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	
<b>Total Revenue</b>	3,436,913	4,370,999	7,700,561	10,604,259	12,190,119	
<b>Total Expenses</b>	3,519,619	4,904,279	7,821,665	10,504,435	12,126,548	
<b>Net Income (Before Cash Flow Adjustments)</b>	(82,706)	(533,280)	(121,104)	99,824	63,571	
<b>Actual Student Enrollment</b>	180	250	456	640	732	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1 2016</b>	<b>Year 2 2017</b>	<b>Year 3 2018</b>	<b>Year 4 2019</b>	<b>Year 5 2020</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	180	250	456	640	732	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>180</b>	<b>250</b>	<b>456</b>	<b>640</b>	<b>732</b>	
<b>REVENUE PER PUPIL</b>	<b>19,094</b>	<b>17,484</b>	<b>16,887</b>	<b>16,569</b>	<b>16,653</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,553</b>	<b>19,617</b>	<b>17,153</b>	<b>16,413</b>	<b>16,566</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(82,706)</b>	<b>(533,280)</b>	<b>(121,104)</b>	<b>99,824</b>	<b>63,571</b>	
<b>Beginning Cash Balance</b>	<b>1,000,000</b>	<b>917,294</b>	<b>384,014</b>	<b>262,910</b>	<b>362,734</b>	
<b>ENDING CASH BALANCE</b>	<b>917,294</b>	<b>384,014</b>	<b>262,910</b>	<b>362,734</b>	<b>426,305</b>	



**Charter Schools Institute**  
*The State University of New York*

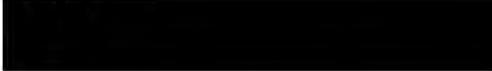
**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **AF Bushwick Ed Corp**

Contact Name:

Tony Siddall

Contact Email:



Contact Phone:

Examples

Pre-Opening Period

January 1, 2015 to June 30, 2015

Operational Year ONE

July 1, 2015 to June 30, 2016

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) -

Special Education Revenue -

Grants -

Stimulus -

DYCD (Department of Youth and Community Developmt.) -

Other -

Other -

**TOTAL REVENUE FROM STATE SOURCES** -

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs -

Title I -

Title Funding - Other -

School Food Service (Free Lunch) -

Grants -

Charter School Program (CSP) Planning & Implementation -

Other -

Other -

**TOTAL REVENUE FROM FEDERAL SOURCES** -

**LOCAL and OTHER REVENUE**

Contributions and Donations -

Fundraising -

Erate Reimbursement -

Earnings on Investments -

Interest Income -

Food Service (Income from meals) -

Text Book -

OTHER -

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

**TOTAL REVENUE** -

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**START-UP  
PERIOD**

**EXPENSES**

	No. of Positions	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		
	-	-
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titelment Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
<b>TOTAL CONTRACTED SERVICES</b>		-
<b>SCHOOL OPERATIONS</b>		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		-
<b>NET INCOME</b>		-

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-







**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	22,760,191	4,399,821	-	-	-	27,160,012
<b>Total Expenses</b>	24,180,939	3,478,852	-	-	-	27,659,791
<b>Net Income</b>	(1,420,748)	920,969	-	-	-	(499,779)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	19,529,165	2,169,907	-	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	<b>14,127</b>	<b>19,529,165</b>	<b>2,169,907</b>	<b>-</b>	<b>-</b>	<b>21,699,072</b>
Special Education Revenue		-	1,622,906	-	-	1,622,906
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>19,529,165</b>	<b>3,792,814</b>	<b>-</b>	<b>-</b>	<b>23,321,978</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	248,004	-	-	248,004
Title I		673,035	74,782	-	-	747,816
Title Funding - Other		82,783	9,198	-	-	91,981
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	466,682
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>1,175,832</b>	<b>378,652</b>	<b>-</b>	<b>-</b>	<b>1,554,484</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		589,415	65,491	-	-	654,905
Earnings on Investments		-	-	-	-	-
Interest Income		14,151	1,572	-	-	15,723
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		1,451,629	161,292	-	-	1,612,921
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>2,055,195</b>	<b>228,355</b>	<b>-</b>	<b>-</b>	<b>2,283,550</b>
<b>TOTAL REVENUE</b>		<b>22,760,191</b>	<b>4,399,821</b>	<b>-</b>	<b>-</b>	<b>27,160,012</b>

Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2015 to June 30, 2016**

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	22,760,191	4,399,821	-	-	-	27,160,012
<b>Total Expenses</b>	24,180,939	3,478,852	-	-	-	27,659,791
<b>Net Income</b>	(1,420,748)	920,969	-	-	-	(499,779)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	776,154	86,239	-	-	-	862,393
Deans, Directors & Coordinators	21.00	1,489,379	165,487	-	-	-	1,654,866
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	429,789	47,754	-	-	-	477,544
Administrative Staff	16.00	293,451	32,606	-	-	-	326,056
<b>TOTAL ADMINISTRATIVE STAFF</b>	49.00	2,988,773	332,086	-	-	-	3,320,859
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	7,191,505	-	-	-	-	7,191,505
Teachers - SPED	22.00	-	1,551,847	-	-	-	1,551,847
Substitute Teachers	-	35,481	3,942	-	-	-	39,424
Teaching Assistants	20.00	668,561	74,285	-	-	-	742,846
Specialty Teachers	10.00	730,520	81,169	-	-	-	811,689
Aides	-	16,008	1,779	-	-	-	17,786
Therapists & Counselors	11.00	882,192	98,021	-	-	-	980,213
Other	-	408,224	45,358	-	-	-	453,582
<b>TOTAL INSTRUCTIONAL</b>	187.00	9,932,490	1,856,401	-	-	-	11,788,891
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	5,628	625	-	-	-	6,253
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	5,628	625	-	-	-	6,253
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	236.00	12,926,890	2,189,112	-	-	-	15,116,002
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	152,263	16,918	-	-	-	169,181
Fringe / Employee Benefits	-	2,070,380	230,042	-	-	-	2,300,422
Retirement / Pension	-	181,700	20,189	-	-	-	201,889
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	2,404,343	267,149	-	-	-	2,671,492
<b>TOTAL PERSONNEL SERVICE COSTS</b>	236.00	15,331,233	2,456,261	-	-	-	17,787,494
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	63,571	7,063	-	-	-	70,634
Legal	-	19,866	2,207	-	-	-	22,073
Management Company Fee	-	2,369,060	263,229	-	-	-	2,632,289
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	133,922	14,880	-	-	-	148,803
Payroll Services	-	34,765	3,863	-	-	-	38,628
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	96,271	10,697	-	-	-	106,968
<b>TOTAL CONTRACTED SERVICES</b>	-	2,717,455	301,939	-	-	-	3,019,395
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	54,889	6,099	-	-	-	60,988
Special Ed Supplies & Materials	-	-	39,290	-	-	-	39,290
Textbooks / Workbooks	-	238,084	26,454	-	-	-	264,538
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	107,982	11,998	-	-	-	119,980
Telephone	-	256,189	28,465	-	-	-	284,654
Technology	-	995,524	110,614	-	-	-	1,106,138
Student Testing & Assessment	-	151,467	16,830	-	-	-	168,297
Field Trips	-	152,155	16,906	-	-	-	169,061
Transportation (student)	-	138,946	15,438	-	-	-	154,385
Student Services - other	-	165,044	18,338	-	-	-	183,382
Office Expense	-	199,422	22,158	-	-	-	221,580
Staff Development	-	178,577	19,842	-	-	-	198,419
Staff Recruitment	-	60,123	6,680	-	-	-	66,803
Student Recruitment / Marketing	-	4,537	504	-	-	-	5,041
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	4,667	519	-	-	-	5,185
Fundraising	-	-	-	-	-	-	-
Other	-	30,443	3,383	-	-	-	33,826
<b>TOTAL SCHOOL OPERATIONS</b>	-	2,738,050	343,518	-	-	-	3,081,568
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	118,773	13,197	-	-	-	131,970
Janitorial	-	115,094	12,788	-	-	-	127,882
Building and Land Rent / Lease	-	1,820,155	202,239	-	-	-	2,022,394
Repairs & Maintenance	-	156,872	17,430	-	-	-	174,302
Equipment / Furniture	-	237,051	26,339	-	-	-	263,390
Security	-	115,597	12,844	-	-	-	128,441
Utilities	-	659,862	73,318	-	-	-	733,180
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	3,223,403	358,156	-	-	-	3,581,558
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
	-	170,799	18,978	-	-	-	189,777
<b>TOTAL EXPENSES</b>	-	24,180,939	3,478,852	-	-	-	27,659,791
<b>NET INCOME</b>	-	(1,420,748)	920,969	-	-	-	(499,779)



**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2015 to June 30, 2016**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012
<b>Total Expenses</b>	2,190,803	1,926,390	2,641,330	2,081,011	2,641,330	2,202,616	2,519,726	2,081,011	2,519,726	2,255,113	2,519,726	2,081,011	27,659,790
<b>Net Income</b>	1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	3,000,000	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	3,000,000
<b>Net Income</b>	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	2,500,222	2,500,222
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	14,127												
School District 1 (Enter Name)	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127												
Special Education Revenue	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
Grants	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	1,622,906
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	248,004	-	-	-	248,004
Title I	-	-	-	-	-	747,816	-	-	-	-	-	-	747,816
Title Funding - Other	-	-	-	-	-	91,981	-	-	-	-	-	-	91,981
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	396,679	-	-	70,002	-	-	-	-	-	466,682
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	396,679	-	839,798	70,002	-	-	248,004	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	654,905	654,905
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	1,612,921
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	790,626	2,283,550
<b>TOTAL REVENUE</b>	4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012



**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

**\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	2015	2016	2017	2018	2019
<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>23,321,978</b>	<b>32,328,238</b>	<b>41,958,643</b>	<b>52,344,804</b>	<b>59,476,761</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	248,004	348,151	450,465	569,782	659,069
Title I	747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other	91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	466,682	661,052	559,459	397,026	294,500
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>1,554,484</b>	<b>2,188,319</b>	<b>2,529,720</b>	<b>2,874,466</b>	<b>3,147,609</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments	-	-	-	-	-
Interest Income	15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	1,612,921	3,141,895	5,006,708	7,034,403	8,469,498
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>2,283,550</b>	<b>4,115,094</b>	<b>6,228,050</b>	<b>8,574,769</b>	<b>10,249,207</b>
<b>TOTAL REVENUE</b>	<b>27,160,012</b>	<b>38,631,651</b>	<b>50,716,413</b>	<b>63,794,039</b>	<b>72,873,577</b>

Grows to 14627 in 2016-17

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

<b>EXPENSES</b>		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5
			2015	2016	2017	2018	2019
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	862,393	1,172,854	1,345,850	1,677,827	1,711,383	
Deans, Directors & Coordinators	21.00	1,654,866	2,259,458	3,234,558	3,877,909	4,533,005	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	6.00	477,544	649,459	745,255	929,084	947,666	
Administrative Staff	16.00	326,056	514,426	712,938	801,952	902,445	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>49.00</b>	<b>3,320,859</b>	<b>4,596,198</b>	<b>6,038,601</b>	<b>7,286,771</b>	<b>8,094,498</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	7,191,505	10,099,544	13,095,166	16,619,488	19,347,800	
Teachers - SPED	22.00	1,551,847	2,140,467	2,721,457	3,476,647	3,965,100	
Substitute Teachers	-	39,424	56,530	72,483	89,614	102,866	
Teaching Assistants	20.00	742,846	957,952	1,159,501	1,445,634	1,642,154	
Specialty Teachers	10.00	811,689	1,106,714	1,411,478	1,774,012	1,974,332	
Aides	-	17,786	21,568	24,363	30,724	37,210	
Therapists & Counselors	11.00	980,213	1,371,864	1,547,871	1,614,865	1,916,811	
Other	-	453,582	653,053	854,572	1,082,769	1,261,134	After-school, tutors, Saturday academy staff.
<b>TOTAL INSTRUCTIONAL</b>	<b>187.00</b>	<b>11,788,891</b>	<b>16,407,692</b>	<b>20,886,890</b>	<b>26,133,752</b>	<b>30,247,406</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,253</b>	<b>8,340</b>	<b>10,774</b>	<b>14,176</b>	<b>16,678</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>15,116,002</b>	<b>21,012,229</b>	<b>26,936,265</b>	<b>33,434,699</b>	<b>38,358,582</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	169,181	445,791	729,977	1,096,689	1,381,472	
Fringe / Employee Benefits	-	2,300,422	3,106,623	3,872,679	4,694,426	5,353,900	
Retirement / Pension	-	201,889	291,717	378,313	474,968	551,827	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>2,671,492</b>	<b>3,844,132</b>	<b>4,980,969</b>	<b>6,266,082</b>	<b>7,287,200</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>17,787,494</b>	<b>24,856,360</b>	<b>31,917,234</b>	<b>39,700,782</b>	<b>45,645,782</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	70,634	101,316	131,076	164,870	191,649	
Legal	-	22,073	31,661	40,961	51,522	59,890	
Management Company Fee	-	2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	148,803	208,890	270,279	341,869	395,441	
Payroll Services	-	38,628	55,407	71,682	90,163	104,808	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	106,968	153,413	197,825	247,271	286,131	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>3,019,395</b>	<b>4,185,951</b>	<b>5,332,927</b>	<b>6,644,398</b>	<b>7,590,585</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials	-	39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks	-	264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	119,980	180,726	193,606	222,237	223,865	
Telephone	-	284,654	390,779	479,115	621,717	707,772	
Technology	-	1,106,138	1,506,288	1,859,063	2,269,494	2,556,168	
Student Testing & Assessment	-	168,297	253,838	335,478	421,192	491,324	
Field Trips	-	169,061	228,792	303,041	418,714	508,467	
Transportation (student)	-	154,385	210,590	268,473	344,176	394,902	
Student Services - other	-	183,382	284,911	382,963	487,358	572,920	
Office Expense	-	221,580	300,500	384,079	495,365	569,703	
Staff Development	-	198,419	266,549	342,541	450,324	524,454	
Staff Recruitment	-	66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing	-	5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	5,185	7,009	9,251	12,917	15,845	
Fundraising	-	-	-	-	-	-	
Other	-	33,826	45,776	58,439	75,368	86,604	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>3,081,568</b>	<b>4,321,078</b>	<b>5,473,209</b>	<b>6,856,781</b>	<b>7,782,719</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	131,970	188,078	223,955	265,509	331,085	
Janitorial	-	127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease	-	2,022,394	3,063,720	4,285,945	4,961,887	5,729,767	
Repairs & Maintenance	-	174,302	243,781	288,237	320,918	385,795	
Equipment / Furniture	-	263,390	308,527	263,791	278,269	220,824	
Security	-	128,441	194,428	231,102	260,448	283,437	
Utilities	-	733,180	966,892	1,230,433	1,326,157	1,531,053	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>3,581,558</b>	<b>5,216,218</b>	<b>6,858,883</b>	<b>7,802,183</b>	<b>8,998,235</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>189,777</b>	<b>272,954</b>	<b>333,144</b>	<b>371,944</b>	<b>392,812</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>27,659,791</b>	<b>38,852,561</b>	<b>49,915,396</b>	<b>61,376,087</b>	<b>70,410,132</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(499,779)</b>	<b>(220,911)</b>	<b>801,017</b>	<b>2,417,952</b>	<b>2,463,445</b>	

AF Bushwick Ed Corp						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>	27,160,012	38,631,651	50,716,413	63,794,039	72,873,577	
<b>Total Expenses</b>	27,659,791	38,852,561	49,915,396	61,376,087	70,410,132	
<b>Net Income (Before Cash Flow Adjustments)</b>	(499,779)	(220,911)	801,017	2,417,952	2,463,445	
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834	
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>1,558</b>	<b>2,144</b>	<b>2,720</b>	<b>3,373</b>	<b>3,834</b>	
<b>REVENUE PER PUPIL</b>	<b>17,433</b>	<b>18,016</b>	<b>18,646</b>	<b>18,913</b>	<b>19,007</b>	
<b>EXPENSES PER PUPIL</b>	<b>17,753</b>	<b>18,119</b>	<b>18,351</b>	<b>18,196</b>	<b>18,365</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>(499,779)</b>	<b>(220,911)</b>	<b>801,017</b>	<b>2,417,952</b>	<b>2,463,445</b>	
<b>Beginning Cash Balance</b>	<b>3,000,000</b>	<b>2,500,221</b>	<b>2,279,310</b>	<b>3,080,327</b>	<b>5,498,279</b>	
<b>ENDING CASH BALANCE</b>	<b>2,500,221</b>	<b>2,279,310</b>	<b>3,080,327</b>	<b>5,498,279</b>	<b>7,961,725</b>	



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## **AF Bushwick Ed Corp**

Contact Name: Tony Siddall

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2015 to June 30, 2015

Operational Year ONE July 1, 2015 to June 30, 2016

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-
<b>Total Expenses</b>	-
<b>Net Income</b>	-
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-

Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-

<b>TOTAL REVENUE FROM STATE SOURCES</b>		-
---	--	---

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-

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

<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		-
---	--	---

**LOCAL and OTHER REVENUE**

Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-

<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		-
---	--	---

<b>TOTAL REVENUE</b>		-
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**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP  
PERIOD

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-
---	---

**CONTRACTED SERVICES**

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

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
<b>TOTAL SCHOOL OPERATIONS</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-

**DEPRECIATION & AMORTIZATION**

-
---

**DISSOLUTION ESCROW & RESERVES / CONTIGENCY**

-
---

**TOTAL EXPENSES**

-
---

**NET INCOME**

-
---

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	-	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	-	
<b>Net Income</b>	-	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	

<b>START-UP PERIOD</b>
----------------------------

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	-

<b>REVENUE PER PUPIL</b>	-
<b>EXPENSES PER PUPIL</b>	-

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	-	-	-	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	-	-	-	-	-

**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

		January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>		-	-	-	-	-	-	-
<b>Total Expenses</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		-	-	-	-	-	-	-
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	-	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	-	-	-	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	-	-	-	-
<b>CONTRACTED SERVICES</b>								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	-	-	-	-	-
<b>SCHOOL OPERATIONS</b>								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>								
<b>OPERATING ACTIVITIES</b>								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>								
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>NET INCOME</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>		-	-	-	-	-	-	-





**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	14,127	19,529,165	2,169,907	-	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127	19,529,165	2,169,907	-	-	21,699,072
Special Education Revenue		-	1,622,906	-	-	1,622,906
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		19,529,165	3,792,814	-	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	248,004	-	-	248,004
Title I		673,035	74,782	-	-	747,816
Title Funding - Other		82,783	9,198	-	-	91,981
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	466,682
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		1,175,832	378,652	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		500,000	-	-	-	500,000
Fundraising		-	-	-	-	-
Erate Reimbursement		589,415	65,491	-	-	654,905
Earnings on Investments		-	-	-	-	-
Interest Income		14,151	1,572	-	-	15,723
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		1,103,566	67,063	-	-	1,170,629
<b>TOTAL REVENUE</b>		21,808,562	4,238,529	-	-	26,047,091

Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	1,382	154	-	-	-	1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**EXPENSES**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	753,331	83,946	-	-	-	837,276
Deans, Directors & Coordinators	21.00	1,445,584	161,085	-	-	-	1,606,669
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	417,151	46,484	-	-	-	463,635
Administrative Staff	16.00	284,822	31,738	-	-	-	316,560
<b>TOTAL ADMINISTRATIVE STAFF</b>	49.00	2,900,887	323,254	-	-	-	3,224,141
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	6,906,977	-	-	-	-	6,906,977
Teachers - SPED	22.00	-	1,524,515	-	-	-	1,524,515
Substitute Teachers	-	35,278	3,931	-	-	-	39,209
Teaching Assistants	20.00	243,106	27,090	-	-	-	270,196
Specialty Teachers	10.00	609,273	67,893	-	-	-	677,166
Aides	-	-	-	-	-	-	-
Therapists & Counselors	11.00	853,437	95,101	-	-	-	948,537
Other	-	405,905	45,231	-	-	-	451,136
<b>TOTAL INSTRUCTIONAL</b>	187.00	9,053,976	1,763,761	-	-	-	10,817,737
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	5,628	625.30	-	-	-	6,253
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	5,628	625	-	-	-	6,253
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	236.00	11,960,491	2,087,640	-	-	-	14,048,131
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	222,833	24,831	-	-	-	247,663
Fringe / Employee Benefits	-	1,973,797	219,946	-	-	-	2,193,743
Retirement / Pension	-	179,569	20,010	-	-	-	199,579
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	2,376,198	264,786	-	-	-	2,640,985
<b>TOTAL PERSONNEL SERVICE COSTS</b>	236.00	14,336,689	2,352,426	-	-	-	16,689,115
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	63,552	7,082	-	-	-	70,634
Legal	-	19,860	2,213	-	-	-	22,073
Management Company Fee	-	2,368,375	263,914	-	-	-	2,632,289
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	133,884	14,919	-	-	-	148,803
Payroll Services	-	34,755	3,873	-	-	-	38,628
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	96,243	10,725	-	-	-	106,968
<b>TOTAL CONTRACTED SERVICES</b>	-	2,716,669	302,726	-	-	-	3,019,395
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	54,873	6,115	-	-	-	60,988
Special Ed Supplies & Materials	-	-	45,339	-	-	-	45,339
Textbooks / Workbooks	-	238,015	26,523	-	-	-	264,538
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	107,951	12,029	-	-	-	119,980
Telephone	-	256,115	28,540	-	-	-	284,654
Technology	-	969,370	108,020	-	-	-	1,077,390
Student Testing & Assessment	-	151,423	16,874	-	-	-	168,297
Field Trips	-	152,111	16,950	-	-	-	169,061
Transportation (student)	-	138,906	15,479	-	-	-	154,385
Student Services - other	-	164,996	18,386	-	-	-	183,382
Office Expense	-	199,365	22,216	-	-	-	221,580
Staff Development	-	178,526	19,894	-	-	-	198,419
Staff Recruitment	-	60,105	6,698	-	-	-	66,803
Student Recruitment / Marketing	-	4,535	505	-	-	-	5,041
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	4,665	520	-	-	-	5,185
Fundraising	-	-	-	-	-	-	-
Other	-	30,435	3,391	-	-	-	33,826
<b>TOTAL SCHOOL OPERATIONS</b>	-	2,711,392	347,477	-	-	-	3,058,868
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	118,773	13,196.97	-	-	-	131,970
Janitorial	-	115,094	12,788.18	-	-	-	127,882
Building and Land Rent / Lease	-	1,713,479	190,386.54	-	-	-	1,903,865
Repairs & Maintenance	-	128,523	14,280.28	-	-	-	142,803
Equipment / Furniture	-	237,051	26,338.97	-	-	-	263,390
Security	-	115,597	12,844.14	-	-	-	128,441
Utilities	-	621,754	69,083.75	-	-	-	690,837
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	3,050,269	338,919	-	-	-	3,389,188
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
	-	166,548	18,559	-	-	-	185,107
<b>TOTAL EXPENSES</b>	-	22,981,567	3,360,106	-	-	-	26,341,673
<b>NET INCOME</b>	-	(1,173,005)	878,423	-	-	-	(294,582)

**AF Bushwick Ed Corp**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	21,808,562	4,238,529	-	-	-	26,047,091
<b>Total Expenses</b>	22,981,567	3,360,106	-	-	-	26,341,673
<b>Net Income</b>	(1,173,005)	878,423	-	-	-	(294,582)
<b>Actual Student Enrollment</b>	-	-				-
<b>Total Paid Student Enrollment</b>	1,382	154				1,536

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
<b>TOTAL ENROLLMENT</b>	-	-	-			-

<b>REVENUE PER PUPIL</b>	-	-	-			-
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<b>EXPENSES PER PUPIL</b>	-	-	-			-
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**AF Bushwick Ed Corp**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2015 to June 30, 2016

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	4,388,307	1,310	3,888,307	397,990	3,888,307	841,108	3,958,309	1,310	3,888,307	249,315	3,888,307	656,216	26,047,091
<b>Total Expenses</b>	2,092,958	1,797,046	2,533,649	1,971,313	2,533,649	2,094,934	2,410,028	1,971,313	2,410,028	2,145,415	2,410,028	1,971,313	26,341,672
<b>Net Income</b>	2,295,349	(1,795,736)	1,354,658	(1,573,323)	1,354,658	(1,253,826)	1,548,281	(1,970,003)	1,478,279	(1,896,100)	1,478,279	(1,315,097)	(294,581)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	3,000,000	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	3,000,000
<b>Net Income</b>	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	2,705,419	2,705,419
<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
CY Per Pupil Rate	14,127												
School District 1 (Enter Name)	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127												
Special Education Revenue	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
Grants	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	1,622,906
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	23,321,978
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	248,004	-	-	248,004
Title I	-	-	-	-	-	747,816	-	-	-	-	-	-	747,816
Title Funding - Other	-	-	-	-	-	91,981	-	-	-	-	-	-	91,981
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	396,679	-	-	70,002	-	-	-	-	-	466,682
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	396,679	-	839,798	70,002	-	-	248,004	-	-	1,554,484
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	500,000	-	-	-	-	-	-	-	-	-	-	-	500,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	654,905	654,905
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	501,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	656,216	1,170,629
<b>TOTAL REVENUE</b>	<b>4,388,307</b>	<b>1,310</b>	<b>3,888,307</b>	<b>397,990</b>	<b>3,888,307</b>	<b>841,108</b>	<b>3,958,309</b>	<b>1,310</b>	<b>3,888,307</b>	<b>249,315</b>	<b>3,888,307</b>	<b>656,216</b>	<b>26,047,091</b>



**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	2015	2016	2017	2018	2019
<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
<b>REVENUE</b>	<b>Per Pupil Revenue Percentage Increase</b>				
<b>REVENUES FROM STATE SOURCES</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Per Pupil Revenue					
School District 1 (Enter Name)	14,127				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127				
Special Education Revenue	1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>23,321,978</b>	<b>32,328,238</b>	<b>41,958,643</b>	<b>52,344,804</b>	<b>59,476,761</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	248,004	348,151	450,465	569,782	659,069
Title I	747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other	91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	466,682	661,052	559,459	397,026	294,500
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>1,554,484</b>	<b>2,188,319</b>	<b>2,529,720</b>	<b>2,874,466</b>	<b>3,147,609</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	500,000	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments	-	-	-	-	-
Interest Income	15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>1,170,629</b>	<b>973,199</b>	<b>1,221,342</b>	<b>1,540,366</b>	<b>1,779,710</b>
<b>TOTAL REVENUE</b>	<b>26,047,091</b>	<b>35,489,756</b>	<b>45,709,706</b>	<b>56,759,636</b>	<b>64,404,080</b>

Grows to 14627 in 2016-17

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

EXPENSES		No. of Positions	Year 1	Year 2	Year 3	Year 4	Year 5
			2015	2016	2017	2018	2019
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	837,276	1,127,532	1,281,158	1,581,519	1,597,334	
Deans, Directors & Coordinators	21.00	1,606,669	2,179,902	3,079,080	3,655,315	4,236,783	
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	463,635	624,362	709,432	875,754	884,512	
Administrative Staff	16.00	316,560	494,547	685,381	766,996	843,959	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>49.00</b>	<b>3,224,141</b>	<b>4,426,344</b>	<b>5,755,051</b>	<b>6,879,584</b>	<b>7,562,588</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	124.00	6,906,977	9,436,124	12,266,062	15,578,317	18,229,223	
Teachers - SPED	22.00	1,524,515	2,067,121	2,603,323	3,304,372	3,755,231	
Substitute Teachers	-	39,209	55,199	70,286	86,481	98,981	
Teaching Assistants	20.00	270,196	299,709	329,793	397,612	429,235	
Specialty Teachers	10.00	677,166	890,418	1,056,025	1,268,088	1,347,679	
Aides	-	-	-	-	-	-	-
Therapists & Counselors	11.00	948,537	1,234,361	1,382,365	1,433,493	1,668,082	
Other	-	451,136	636,966	827,052	1,041,230	1,208,387	After-school, tutors, Saturday academy staff.
<b>TOTAL INSTRUCTIONAL</b>	<b>187.00</b>	<b>10,817,737</b>	<b>14,619,898</b>	<b>18,534,906</b>	<b>23,109,592</b>	<b>26,736,817</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	1	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>6,253</b>	<b>8,340</b>	<b>10,774</b>	<b>14,176</b>	<b>16,678</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>14,048,131</b>	<b>19,054,582</b>	<b>24,300,731</b>	<b>30,003,352</b>	<b>34,316,083</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	247,663	773,444	1,282,896	1,829,946	2,226,407	
Fringe / Employee Benefits	-	2,193,743	2,704,672	3,198,097	3,778,387	4,278,720	
Retirement / Pension	-	199,579	285,630	368,400	460,166	533,252	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>2,640,985</b>	<b>3,763,746</b>	<b>4,849,394</b>	<b>6,068,499</b>	<b>7,038,380</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>236.00</b>	<b>16,689,115</b>	<b>22,818,327</b>	<b>29,150,124</b>	<b>36,071,851</b>	<b>41,354,463</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	70,634	101,316	131,076	164,870	191,649	
Legal	-	22,073	31,661	40,961	51,522	59,890	
Management Company Fee	-	2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	148,803	208,890	270,279	341,869	395,441	
Payroll Services	-	38,628	55,407	71,682	90,163	104,808	
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	106,968	153,413	197,825	247,271	286,131	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>3,019,395</b>	<b>4,185,951</b>	<b>5,332,927</b>	<b>6,644,398</b>	<b>7,590,585</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials	-	39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks	-	264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	119,980	180,726	193,606	222,237	223,865	
Telephone	-	284,654	390,779	479,115	621,717	707,772	
Technology	-	1,077,390	1,379,520	1,662,130	1,992,434	2,231,343	
Student Testing & Assessment	-	168,297	253,838	335,478	421,192	491,324	
Field Trips	-	169,061	228,792	283,089	390,537	475,881	
Transportation (student)	-	154,385	210,590	268,473	344,176	394,902	
Student Services - other	-	183,382	284,911	343,531	432,416	505,696	
Office Expense	-	221,580	300,500	384,079	495,365	569,703	
Staff Development	-	198,419	266,549	342,541	450,324	524,454	
Staff Recruitment	-	66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing	-	5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	5,185	7,009	9,251	12,917	15,845	
Fundraising	-	-	-	-	-	-	-
Other	-	33,826	45,776	58,439	75,368	86,604	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>3,052,819</b>	<b>4,194,310</b>	<b>5,216,891</b>	<b>6,496,603</b>	<b>7,358,084</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	131,970	188,078	223,955	265,509	331,085	
Janitorial	-	127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease	-	1,903,865	2,613,517	3,159,589	3,963,199	4,601,080	
Repairs & Maintenance	-	142,803	209,412	252,016	283,973	348,111	
Equipment / Furniture	-	263,390	308,527	263,791	278,269	220,824	
Security	-	128,441	194,428	231,102	260,448	283,437	
Utilities	-	690,837	920,691	1,181,743	1,276,494	1,480,396	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>3,389,188</b>	<b>4,685,445</b>	<b>5,647,616</b>	<b>6,716,885</b>	<b>7,781,207</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>185,107</b>	<b>263,733</b>	<b>321,173</b>	<b>357,014</b>	<b>376,415</b>	
<b>TOTAL EXPENSES</b>	<b>-</b>	<b>26,335,624</b>	<b>36,147,766</b>	<b>45,668,732</b>	<b>56,286,751</b>	<b>64,460,753</b>	
<b>NET INCOME</b>	<b>-</b>	<b>(288,534)</b>	<b>(658,011)</b>	<b>40,974</b>	<b>472,885</b>	<b>(56,674)</b>	

**AF Bushwick Ed Corp  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

<b>Total Revenue</b>	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
<b>Total Expenses</b>	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
<b>Net Income (Before Cash Flow Adjustments)</b>	(288,534)	(658,011)	40,974	472,885	(56,674)
<b>Actual Student Enrollment</b>	1,558	2,144	2,720	3,373	3,834
<b>Total Paid Student Enrollment</b>	1,536	2,071	2,698	3,373	3,834
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>1,558</b>	<b>2,144</b>	<b>2,720</b>	<b>3,373</b>	<b>3,834</b>
<b>REVENUE PER PUPIL</b>	<b>16,718</b>	<b>16,551</b>	<b>16,805</b>	<b>16,828</b>	<b>16,798</b>
<b>EXPENSES PER PUPIL</b>	<b>16,903</b>	<b>16,858</b>	<b>16,790</b>	<b>16,687</b>	<b>16,813</b>

**CASH FLOW ADJUSTMENTS**

<b>OPERATING ACTIVITIES</b>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>(288,534)</b>	<b>(658,011)</b>	<b>40,974</b>	<b>472,885</b>	<b>(56,674)</b>
<b>Beginning Cash Balance</b>	<b>3,000,000</b>	<b>2,711,466</b>	<b>2,053,456</b>	<b>2,094,429</b>	<b>2,567,314</b>
<b>ENDING CASH BALANCE</b>	<b>2,711,466</b>	<b>2,053,456</b>	<b>2,094,429</b>	<b>2,567,314</b>	<b>2,510,641</b>

## 24. Supplemental Information

- (a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

Please find attached the following supplementary documents in support of the Achievement First Charter School 10 and 11 proposals. Each of the following documents is referenced in a previous response, as indicated below.

Supplemental Document	Page
Table listing educational options in CSD 16,17,23,32. <i>Referenced in:</i> <i>Response 1(b) Programmatic Impact, p. 3</i> <i>Response 14(a) District Relations, low-performing schools in district. p. 2</i>	1
June 2, 2014 Achievement First Bushwick Board Minutes, indicating Board approval of this application. <i>Response 3 (a) p.1.</i>	26

**Support for:**

Response 1(b) - Programmatic Impact

Response 14(a) – District Relations (highlighted in yellow)

## CSD 23

School	Grade	Mission	2012-2013 OVERALL GRADE	Charter School
Brooklyn Collegiate: A College Board School	7-12	The mission of Brooklyn Collegiate is to facilitate learning so that <b>all students can master the challenges of a rigorous curriculum that will guide them to college entrance and success.</b>	D	No
Brownsville Collaborative Middle School	6	The Horace E. Greene School will create a society of <b>lifelong learners, responsible citizens and students who are prepared to meet the challenges of the twenty-first century.</b>	-	No
Christopher Avenue Community School	PK-3	None provided	-	No
Dr. Jacqueline Peek-Davis School	Pk-5	The mission of Public School 12 and its community is to <b>ensure that all students, including Special Needs, ELL and bilingual students are able to achieve high standards of excellence and develop cognitive, creative, and social growth.</b>	F	No
Eagle Academy for Young Men II	6-10	None provided	C	No

General D. Chappie James Elementary School of Science	3-5	The Mission of the General D. Chappie James Elementary School of Science is to <b>provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.</b>	-	No
General D. Chappie James Middle School of Science	6-8	The Mission of the General D. Chappie James Middle School of Science K634 is to <b>provide students with a highly developed and environmentally conscious educational foundation that challenges past and present scientific theories</b> in order to gain a deeper understanding into the evolution of science.	-	No
IS 392	6-8	Teachers <b>use the arts to cultivate superior critical thinking and problem solving as well as research and communication skills.</b>	B	No
Kappa V	6-8	The mission of the school is to <b>foster a nurturing environment that supports, challenges, and raises the expectations for youth in Brownsville</b> with an emphasis on team work, cooperation, discipline, reading, writing and mathematics	B	No
Mott Hall Bridges Academy	6-8	The mission of Mott Hall Bridges Academy (MHBA) is to <b>create a S.T.E.A.M. (Science, Technology, Engineering, Arts and Math) focused environment</b> where inquiry is used to help develop critical thinkers through teaching and learning; building positive relationships amongst stakeholders and adhering to our codes of excellence	A	No
Mott Hall IV	6-8	The mission of the school is to <b>encourage all students to be lifelong learners, skilled thinkers, effective communicators, responsible leaders, and positive role models.</b>	D	No

PS 041 Francis White	K-8	The mission of the school is <b>to create a safe, positive, organized learning environment for all children</b> with the support and involvement of parents and community members.	C	No
PS 073 Thomas S. Boyland	PK-8	The mission of the educational community of PS 73K is to <b>provide a safe and nurturing learning environment</b> that will ensure that all students are challenged to achieve at high academic standards.	-	No
PS 150 Christopher	K-5	The school's mission is to <b>educate, guide, and empower students to become productive members of society and the best individuals they can be.</b>	C	No
PS 156 Waverly	PK-5	The mission of the school is to <b>establish and maintain a stimulating, challenging and nurturing school environment.</b>	B	No
PS 165 Ida Posner	PK-8	The primary mission of the Ida Posner Elementary School and community is to <b>provide a child-centered environment, and challenge students to become independent thinkers, problem solvers and lifelong learners who will grow to be leaders, record breakers and trend setters.</b>	C	No
PS 178 Saint Clair Mckelway	PK-8	The school's mission has been encapsulated into the following statement: <b>"TO BE THE BEST THERE IS; THE BEST THERE WAS; AND THE BEST THERE EVER WILL BE".</b>	C	No
PS 184 Newport	PK-8	Our mission is to <b>prepare the youngsters in our school community to meet the challenge of the 21st Century.</b>	C	No

PS 284 Lew Wallace	PK-8	The school's mission to ensure all of the PS/IS 284 students <b>receive a quality, well-rounded education</b> in which students are equipped with the tools for success and become responsible, life-long learners, who are positive role models wherever they go.	B	No
PS 298 Dr. Betty Shabazz	PK-8	It is the mission of the Dr. Betty Shabazz Elementary and Preparatory School for the Performing Arts to <b>have a caring and nurturing staff</b> who will lay a firm educational foundation, based in the <b>core knowledge of academic subjects for our students and to expose them to the Performing Arts.</b>	C	No
PS 327 Dr. Rose B. English	PK-8	The Dr. Rose B. English School is dedicated to <b>educating all children in an exciting and nurturing environment.</b> We aspire to give children the <b>tools to make good decisions, function in a technologically advanced society and work collaboratively with all people.</b>	C	No
PS 332 Charles H. Houston	3-5; 8	The mission at PS/IS 332 is <b>to meet and exceed standards, and work as a community to develop the full potential of each child.</b>	-	No
PS K396	K-8	None provided	-	No
PS/IS 155 Nicholas Herkimer	PK-8	None provided	C	No
PS/IS 137 Rachel Jean Mitchell	PK-8	The mission of PS 137 is <b>to create a community of students, parents and staff joined in the pursuit of excellence through academic achievement and personal growth.</b>	A	No

PS/IS 323		PS/IS 323's mission is <b>to cultivate and nurture the whole child</b> by promoting: respect for self and others, academic achievement, community spirit, physical well-being and athletic participation, artistic and technological appreciation and expression, and a love for life and learning.	C	No
Riverdale Avenue Community School	PK-2	The mission of PS 446 the Riverdale Avenue Community School is to provide a culture that promotes <b>Resilience + Awareness + Collaboration = Success!</b>	-	No
Ronald Edmonds Learning Center	6-8	The mission of Ronald Edmonds Learning Center is <b>to motivate urban children and develop tomorrow's leaders</b> through an accelerated curriculum of fine and performing arts, sciences, technology and foreign language.	B	No
Teachers Preparatory High School	6-12	The school is dedicated to <b>creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning.</b>	C	No
Achievement First Brownsville Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education.</b> Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.</b>	A	Yes
Brownsville Collegiate Charter School	5-8	<b>The school's mission is to prepare each and every student for college.</b>	A	Yes

Leadership Prep Brownsville Charter School	K-3	The school's mission is to <b>prepare students to succeed in high school, college, and beyond.</b>	C	Yes
Leadership Prep Ocean Hill Charter School	K-2	The school's mission is to <b>prepare students to succeed in high school, college, and beyond.</b>	A	Yes
Ocean Hill Collegiate Charter School	5-6	The mission of Ocean Hill Collegiate Charter school is to <b>prepare each student to enter, succeed in and graduate from college.</b>	A	Yes
Brooklyn Preparatory School	K-12	International, accredited, online private school	-	Private
Gayle Academy for Children	PK-1	None provided	-	Private
Hands Hearts Preparatory School	PK-4	None provided	-	Private
Bethany Christian Grade School	PK-7	None provided	-	Private

## CSD 32

School	Grade	Mission	2011-2012 OVERALL GRADE	Charter School
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P.S. 045 Horace E. Greene	Elementary	The Horace E. Greene School works with parents and the community to create a society of <b>lifelong learners</b> and <b>responsible citizens</b> who respect one another and themselves.	D	No
P.S. 075 Mayda Cortiella	Elementary	The Mayda Cortiella Elementary School envisions all students learning in a <b>safe and supportive environment</b> that includes <b>nurturing</b> adults, collegiality, <b>availability</b> of materials and resources, <b>access</b> to community services, an organized environment, and <b>respect</b> for differences.	B	No
P.S. 086 The Irvington	Elementary	P.S.86 works to foster within students the abilities and self-confidence essential to <b>develop academic and social skills</b> by providing students with high quality standards based programs implemented by highly skilled, nurturing professionals dedicated to excellence in education.	A	No
P.S. 106 Edward Everett Hale	Elementary	The goal is to provide a foundation that imparts special, emotional and intellectual growth so that <b>students can succeed in their school life and beyond.</b>	C	No
P.S. 116 Elizabeth L Farrell	Elementary	The mission of the school is to cultivate, nourish and enhance students' self-image as <b>life-long learners</b> and to provide them with challenging opportunities and experiences.	B	No
P.S. 151 Lyndon B. Johnson	Elementary	The mission of PS 151 is to create an educational environment to <b>enhance the teaching and instructional program</b> , to <b>improve the children's learning and achievement.</b>	C	No
P.S. 123 Suydam	Elementary	The mission is to <b>promote the optimal social, emotional and academic development</b> of the children served.	C	No

P.S. 145 Andrew Jackson	Elementary	The school's mission is to work with teachers, parents and the community to produce <b>literate, caring, responsible citizens</b> who meet the high standards necessary for success in the <b>technological</b> world of the 21st Century.	F	No
J.H.S. 162 The Willoughby	Middle	The mission of IS 162 to establish an environment that will allow students to become <b>self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life.</b>	B	No
P.S. 274 Kosciusko	Elementary	Students are educated to become <b>leaders, problem solvers and critical thinkers</b> through instruction based on the highest academic standards.	C	No
J.H.S. 291 Roland Hayes	Middle	The mission of I.S. 291 is designed around the values of <b>clear and high academic expectations</b> , an <b>all-encompassing commitment to learning</b> , and <b>meaningful relationships.</b>	C	No
J.H.S. 296 The Halsey School	Middle	The Mission of Is 296 is to <b>educate</b> students through its commitment to high academic standards and <b>individual achievement.</b>	B	No
P.S. 299 Thomas Warren Field	Elementary	Through home, school and community partnerships, the administration, teachers, and staff of PS 299 are committed to helping students become <b>lifelong learners, creative thinkers and productive citizens.</b>	B	No
I.S. 347 School of Humanities	Middle	It is the mission of I.S. 347 to provide all students with a <b>safe, clean, and conducive environment</b> in which each child will have <b>access to standards-based learning experiences</b> across the content areas.	D	No

I.S. 349 Math, Science & Tech.	Middle	The mission of I.S. 349, The School of Math, Science and Technology is to provide each student with an <b>outstanding opportunity to achieve academic excellence in a small learning environment</b> which fosters a <b>strong sense of community within a culturally diverse student body</b> .	B	No
P.S. 376	Elementary	As a diverse, collaborative school community, the school is dedicated to providing a <b>nurturing and challenging learning environment with high expectations</b> for all of our students	B	No
P.S. 377 Alejandrina B. De Gautier	K-8	P.S. 377 will provide every child with the opportunity to always <b>love learning</b> by stimulating their curious minds, engaging them in a <b>positive course of study</b> and ask that take <b>responsibility for their own learning</b> .	D	No
J.H.S. 383 Philippa Schuyler	Middle	The Philippa Schuyler Middle School for the Gifted and Talented is dedicated to providing a <b>rigorous instructional program</b> that challenges students to <b>set goals and to take responsibility for their learning</b> .	C	No
P.S. /I.S. 384 Frances E. Carter	K-8	The mission of P.S. 384, is to provide all students the opportunity to achieve academic excellence by providing <b>fundamental skills and knowledge in a learning environment that fosters strong instructional practices</b> and instill a sense of responsibility to acknowledge and learn the <b>importance of becoming a productive member in a cultural diversified world</b> .	B	No
All City Leadership Secondary School	Middle	No information available	B	No

Achievement First Bushwick	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	A	Yes
Bushwick Ascend Charter School	Elementary	Ascend Learning's mission is to <b>develop a scalable solution to the underachievement of economically disadvantaged children</b> —a network of urban, college-preparatory, K-12 charter schools, <b>operating with widely available human and financial resources, and posting achievement levels equal or superior to suburban schools educating students from middle-class families.</b>	B	Yes
St. Brigid Catholic School	K-8	The mission of this school is to teach <b>Catholic doctrine</b> while striving to provide our students with an academically enriched valued based education and strive to educate the whole child academically, physically, emotionally, and spiritually.	-	Private

## CSD 17

School	Grade	Mission	2012-2013 OVERALL GRADE	Charter School
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P.S. 249 The Caton	K-3	The mission of our school is to provide a <b>high quality, comprehensive and meaningful education for all students</b> , including English Language Learners and Special Education students.	A	No
M.S. 002	5-8	All students are expected to <b>achieve success</b> in our caring, safe and orderly environment.	B	No
P.S. 006	K-4	Public School 6 challenges its children, teachers and parents to <b>achieve growth and success</b> through the implementation of an enriched curriculum based on high standards and the <b>active involvement of the school community</b> .	B	No
P.S. 012	K-4	The mission of Public School 12 and its community is to ensure that all students, including Special Needs, ELL and bilingual <b>students are able to achieve high standards of excellence and develop cognitive, creative, and social growth</b> .	B	No
P.S. 022	K-4	P.S. 22 is a dynamic community of excellence where members share a common goal to <b>nurture life-long learners</b> .	-	No
M.S. 061 Dr. Gladstone H. Atwell	5-8	The Dr. Gladstone H. Atwell Middle School 61 Star Academy, being part of a culturally diverse community, is dedicated to having all students, including English Language Learners and Special Education pupils, <b>achieve academic and social excellence</b> .	D	No

P.S. 091 The Albany Avenue School	K-4	The Mission of P.S. 91 is to provide <b>excellence in education by setting goals and high expectations for all in a safe and orderly environment so that our students can excel to their highest potential, and to empower them to utilize world resources as they contribute to and compete in a global community.</b>	C	No
P.S. 092 Adrian Hegeman	K-4	We are committed to providing a school environment that is safe, nurturing and places an emphasis on the role of the school and home in <b>ensuring children's cognitive, creative, and social growth.</b>	C	No
P.S. 138 Brooklyn	K-8	In order to strengthen the core academic curriculum we have in place several programs and staff members who <b>facilitate instruction in all core curriculum areas.</b>	A	No
P.S. 161 The Crown	K-8	The Crown School is committed to involving all students, parents, staff and community resources in an effort to <b>develop healthy academically gifted students in order to prepare them for their roles as responsible citizens of the world.</b>	B	No
P.S. 167 The Parkway	K-4	Our vision of P.S. 167 is based on the belief that our <b>students will successfully meet the educational, physical, emotional, and social demands of the global community.</b>	-	No
P.S. 181 Brooklyn	K-8	The staff and parents of the John L. Steptoe School of the 21st Century are committed to provide each and every student with a <b>quality education that exceeds all the standards of The New York State Department of Education and The New York City Board of Education.</b>	C	No

P.S. 189 Lincoln Terrace	K-8	At Public School 189, The Bilingual Center, we are committed to produce students who achieve the <b>highest educational standards</b> ; students who are fluent in two languages; problem solvers; critical thinkers; and students who will be active participants in the life of their family, their community, their city, their state, their country and the greater society, the world.	-	No
P.S. 191 Paul Robeson	K-4	The mission of the P.S. 191 Paul Robeson Elementary School is to <b>collaborate with caregivers to support all of our students</b> , inclusive of students with special needs and English Language Learners.	D	No
P.S. 221 Toussaint L'Ouverture	K-4	The PS 221 community will provide a safe, nurturing environment that will <b>develop self-esteem, and prepare each and every student to function as responsible members in their local and global communities.</b>	B	No
P.S. 241 Emma L. Johnston	K-4	To develop with every student a <b>solid academic foundation, strong ethics, good morals and high standards.</b> To enable every student to rise to their highest self. Vision, "We plant and cultivate the seed of learning in the heart of each student".	B	No
M.S. 246 Walt Whitman	5-8	At Walt Whitman Middle School our mission is to create an environment that emphasizes <b>academic excellence and fosters life-long learning.</b>	B	No
P.S. 289 George V. Brower	K-4	We ensure excellence for all students, providing them with the experience necessary to become <b>productive citizens of the world</b> through the efforts and collaboration of the home, school and community at-large.	A	No

P.S. 316 Elijah Stroud	K-4	Our mission is to ensure that children leave P.S. 316 with a set of <b>moral and social-emotional values that encompasses self-esteem, tolerance, resilience, and a sense of community; a complement of standards-based reading, writing, and thinking skills across the curricula</b> ; and appreciation and respect for cultures and diversity in our school and community.	A	No
Middle School for Academic and Social Excellence	5-8	The Middle School for Academic and Social Excellence MS ~ 334 will <b>develop all students to their full potential.</b>	C	No
I.S. 340	5-8	As a school community, we are committed to the <b>development of the whole child.</b>	C	No
Ebbets Field Middle School	5-8	At Ebbets Field Middle School everyone is a teacher and everyone is a learner. We know, understand and believe that a successful school is one that is collabortively built by its staff, students, parents and community	C	No
Elijah Stroud Middle School	5-8	Our mission is " <b>to promote and sustain high levels of academic achievement for our students by knowing them as individuals and personalizing the learning process for each child</b> ".	D	No
The School of Integrated Learning	5-8	We at The School of Integrated Learning (SIL) guide our community individually and collectively towards success by making good choices that <b>address academic needs and enhance social development</b> , while awakening and nurturing interests and talents.	A	No
P.S. 375 Jackie-Robinson School	K-4	The Jackie Robinson School will strive to be a consistent and stable learning institution in the community.	B	No
Academy for College Preparation and Career Explo	5-8	None	D	No

M.S. K394	K-8	Middle School 394 will create an environment that recognizes, celebrates and respects the cultural diversity of our school's community.	B	No
P.S. 397 Foster-Laurie	K-4	To provide a safe and literate environment in which every child's academic, social and emotional needs can be nurtured.	C	No
P.S. 398 Walter Weaver	K-4	Our aim is to educate, elevate and enrich our children's (including Special Ed and ESL) minds to achieve their fullest potential.	B	No
P.S. 399 Stanley Eugene Clark	K-4	The mission of PS 399 is to <b>achieve "academic excellence" for all children through standards driven instruction.</b>	C	No
Ronald Edmonds Learning Center II	5-8	None	B	No
School for Human Rights, The	5-8	The mission of The School for Human Rights is to <b>develop the academic and social capacities of all our students</b> , regardless of identity or ability.	B	No
School for Democracy and Leadership	5-8	None	D	No
Science, Technology and Research Early College H	5-8	Erasmus (STAR) is a small Early College Network High School. Our dynamic team of high school teachers and Brooklyn College professors are eager to <b>prepare students interested in science, mathematics and technology for college and the world of work.</b>	C	No
Middle School for the Arts	5-8	None	-	
Medgar Evers College Preparatory School	5-8	Middle College High School is committed to providing each and every student with a <b>strong academic and college preparatory education.</b>	B	No

Achievement First Crown Heights Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	C	Yes
Citizens of the World Charter School 2	K-5	The mission of Citizens of the World Charter Schools is to create a national network of <b>high-achieving, community-based public schools that reflect the abundant socioeconomic, racial and cultural diversity of their surroundings</b> .	-	Yes
Explore Exceed Charter School	K-4	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that provides students with the <b>academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school</b> .	-	Yes
Explore Charter School	K-8	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that provides students with the <b>academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school</b> .	C	Yes
Fahari Academy Charter School	5-8	The mission of Fahari Academy Charter School is to <b>educate, support, challenge, and train scholars</b> , in Brooklyn's Flatbush neighborhood, for success in college and beyond.	F	Yes

KIPP AMP Charter School	K-8	We provide a rigorous academic program and a variety of co-curricular activities that <b>build character and support our learning goals.</b>	C	Yes
Lefferts Gardens Charter School	K-4	The Lefferts Gardens Charter School will utilize an environmental science program to <b>develop academically motivated and civic-minded students to succeed in competitive high school and college programs.</b>	D	Yes
Success Academy Crown Heights	K-5		-	Yes
Success Academy Prospect Heights	K-5		-	Yes

## CSD 16

School	Grade	Mission	2011-2012 OVERALL GRADE	Charter School
P.S. 005 Dr. Ronald McNair (K005)	K-5	The Dr. Ronald McNair/Public School 5 affirms as its central mission that <b>every child has the right to a quality education in a safe and secure environment which reflects high expectations and high academic standards</b> ; that literacy is the first and most essential goal; and that every child can, and will succeed in ways that mirror his or her own aptitudes; interests and culture.	D	No
P.S. 021 Crispus Attucks (K021)	K-5	We seek to create an environment that provides for the <b>emotional, physical, spiritual, intellectual, economic, and social well-being of the students and community.</b>	B	No

P.S. 025 Eubie Blake School (K025)	K-5	The mission of PS/IS 25 is to work together to assure that students, parents, teachers and administrators <b>cultivate a safe, caring and intellectually stimulating school environment.</b> Parents and teachers are committed to working cooperatively to encourage respect for the learning process, stimulate special talent in all students and develop and maintain a positive supportive relationship between school and home. As an educational community, <b>models of academic excellence and technology are provided to support the immediate goal of maximizing student achievement in all areas and the long-term goal of developing lifelong learners who are responsible citizens of a democratic society.</b>	D	No
P.S. 026 Jesse Owens (K026)	K-5	Emphasizing excellence in our "standards driven environment" all students will be engaged by the total school community of staff, students and parents in a climate of <b>high expectations for success in meeting and mastering performance based core curriculum.</b> "Our job is to provide every child with a quality education".	A	No
P.S. 028 The Warren Prep Academy (K028)	K-5	The mission of the Warren Prep Academy, Public School 28K's Professional Learning Community is <b>to teach all children how to read, write, think, compute, speak well, love the arts and behave in socially acceptable ways in order to become economically independent contributing members of society.</b>	D	No
M.S. 035 Stephen Decatur (K035)	6-8	Decatur Clearpool School's mission is to forge and foster a collaborative partnership with parents/caretakers <b>to ensure that every student acquires skills and concepts which are standards-based and will effectuate at or above grade level academic performance outcomes.</b>	C	No

P.S. 040 George W. Carver (K040)	K-5	The mission of Public School 40 is to <b>provide a child-centered standards-based environment that is safe, nurturing, and promotes higher order thinking skills.</b> This will be accomplished through the collaborative efforts of involved parents, supportive community members, and dedicated staff. Our goal is to provide life-long learners who will become productive and contributing members in our society.	A	No
J.H.S. 057 Whitelaw Reid (K057)	6-8	Every student at Ron Brown Academy will <b>achieve proficiency or higher in every subject and will develop strong character.</b>	B	No
P.S. 081 Thaddeus Stevens (K081)	K-5	The central vision of the staff of PS 81 is the <b>successful academic achievement of all students.</b> The core of our pursuit is principled in the belief that all students can learn and must be prepared to be contributing and productive members of society in the 21st century. We believe that through effective collaboration with our parent body and community members we can create an enriched, diversified, and engaging learning environment in order to nurture students academically, socially, and culturally, while promoting positive self-esteem.	A	No
P.S. 243K - The Weeksville School (K243)	K-5	None provided	B	No
P.S. 262 El Hajj Malik El Shabazz Elementary School (K262)	K-8	The mission of PS 262 staff and parents is to <b>create an academic child-centered environment.</b> Excellence is the standard for every student; resulting in exemplary educational achievement.	C	No

M.S. 267 Math, Science & Technology	6-8	Fostering a nurturing and safe environment, MS 267 offers a <b>haven where the natural curiosity of all children is strengthened and channeled through an emphasis on academic, social, and cultural literacy.</b> Using the resources of Bedford Stuyvesant and New York City as our base, our youngsters are exposed to a wide variety of rigorous academic disciplines. We offer a varied range of teaching strategies, which embrace and utilize the national and citywide Performance Standards in our pursuit of academic excellence. We believe that parents and educators must work as partners to: develop a group of youngsters who will become productive, active and successful citizens in our world and prepare our young people to help build their communities and society in the 21st century.	C	No
P.S. 308 Clara Caldwell (K308)	K-8	Our focus at P.S. 308 is to <b>foster a life long love of learning within our students.</b> We are "The Best of the Brightest in the Heart of Brooklyn".	A	No
P.S. 309 The George E. Wibecan Preparatory Academy (K309)	K-5	None provided	C	No
P.S. 335 Granville T. Woods (K335)	K-5	It is our belief that all children can learn. Each child has special talents upon which we the educators are challenged to build and foster learning. As PS 335 family members we accept the challenge to develop and nurture these qualities and therefore <b>not only teach our children to learn, we expect, plan, and challenge each student to strive towards academic excellence.</b> We understand that it takes "a whole village" to raise a child and therefore we foster real partnerships with our parents and community. Our mission is to build life long learners! Children first!	D	No

School of Business, Finance and Entrepreneurship (K385)	6-8	The School for Business, Finance, and Entrepreneurship is committed to <b>providing students with real world experiences and opportunities that are immersed in a comprehensive academic curriculum</b> which will foster their acquisition of marketable skills geared for the new millennium.	D	No
Frederick Douglass Academy IV Secondary School (K393)	8-12	The mission of the administrators and faculty at Frederick Douglass Academy IV is to <b>prepare each student to enter prestigious colleges and universities with an excellent foundation and a sense of self-confidence</b> so solid that the dream of a college degree and a professional career becomes a reality.	B	No
Boys and Girls High School (K455)	9-12	Boys and Girls High School is committed to <b>providing a safe and secure environment that enables our students to display growth and development academically, intellectually and socially.</b> It is our moral obligation to prepare our students to become productive and responsible citizens. We view the school as a vehicle that can have tremendous impact on the child's ability to succeed in society. Our approach to urban education is a straightforward formula: dedicated staff plus disciplined students plus involved parents plus leadership equals a working school.	F	No
Brooklyn High School for Law and Technology (K498)	9-12	None provided	B	No
Upper School @ P.S. 25 (K354)	6-8	None provided	C	No

M.S. 584 (K584)	6-8	At The Granville T. Woods Middle School for Science and Technology - M.S. 584 we believe that every student can and must work towards maximizing his/her potential. We support our students by working towards <b>customizing our teaching to meet the needs of our various learners</b> . If children do not learn the way we teach, we must teach the way they learn. We work toward creating a learning community where <b>every child has access to a quality and meaningful education</b> . A learning community here the academic, social, physical, cognitive, ethical, and emotional needs of all the students are met and values such as honesty, humility, respect, diligence and empathy are embraced, modeled, practiced.	C	No
Gotham Professional Arts Academy	9-12	None provided	B	No
Brighter Choice Community School (K627)	K-5	None provided	A	No

Brooklyn Brownstone School (K628)	K-5	<p>The Brooklyn Brownstone School is committed to empowering tomorrow's community advocates to become catalysts of change in their environments, through service learning. <b>Students will learn to be independent critical thinkers and to work productively within a diverse group of learners to improve their community, through academic excellence.</b></p> <p>In collaboration with families and community partners, we provide students with authentic learning experiences where they develop skills as scholars, advocates, artists, community and environmental stewards. <b>We prepare students to meet and/or exceed New York State Standards so they may enter and succeed in the high school and post secondary schools of their choice.</b></p>	B	No
Young Scholars' Academy for Discovery and Exploration	K-5	None provided	C	No
Madiba Prep Middle School (K681)	6-7	<p>Madiba Prep Middle School is a learning community where <b>scholars are steeped in the rigorous pursuit of critical thinking skills, communication and technological literacy, self-awareness, and social and character development.</b> Parents and community stakeholders support the development of scholars who are productive, contributing citizens in the local and global contexts. Madiba scholars will know how to learn and will <b>acquire the necessary skills and competencies to meet the demands of both college and career.</b></p>	-	No
The Brooklyn Academy of Global Finance (K688)	9-12	None provided	F	No

Achievement First Endeavor Charter School	K-8	The mission of Achievement First is to <b>deliver on the promise of equal educational opportunity for all</b> of America's children. We believe that all children, regardless of race or economic status, can <b>succeed if they have access to a great education</b> . Achievement First schools <b>provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities</b>	B	Yes
Bedford-Stuyvesant Collegiate Charter Schools (K648)	5-10	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	-	Yes
Bedford Stuyvesant New Beginnings Charter School (K782)	K-6	Bedford Stuyvesant New Beginnings Charter school (BSNBCS) is based on the premise that <b>all students can reach the highest point of their academic capacity by setting high standards and expectations in all areas of our educational program</b> . By creating an environment that promotes academic and civic achievements, BSNBCS will give its students the tools to succeed in today's world.	C	Yes
Brooklyn Excelsior Charter School (K731)	K-8	None provided	F	Yes
Excellence Boy Charter School (K593)	K-10	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	-	Yes

Excellence Girls Charter School (K712)	K-5	Uncommon Schools starts and manages outstanding urban charter public schools that <b>close the achievement gap and prepare low-income students to graduate from college.</b>	A	Yes
Explore Empower Charter School (K742)	K-6	Explore Schools' mission is to support a network of K-8 public schools in under-served communities that <b>provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.</b>	B	Yes
La Cima Charter School (K649)	K-5	The mission of La Cima Elementary is to <b>prepare students for academic and life-long success through a rigorous and relevant academic program.</b>	C	Yes
Launch Expeditionary Learning Charter School (K360)	6-7	Launch students will <b>develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers.</b>	-	Yes
Teaching Firms of America-Professional Preparatory Charter School (K406)	K-3	To provide our children with a <b>dynamic learning experience that exemplifies culture, morality and discipline, while cultivating and invigorating their spirit.</b> We are student centered, data driven and mastery focused, and hold ourselves and each other accountable for the most important outcome: high student achievement.	-	Yes

## DRAFT MINUTES

### AF Bushwick Board Meeting

Monday, June 2, 2014

7:00-8:00 PM

### AF Endeavor Middle School

510 Waverly Avenue

Brooklyn, NY 11238

A meeting of the AF Bushwick Board of Directors was held at 7:00PM on June 2, 2014 at AF Endeavor Middle School. A quorum was present with the following members in attendance:

Full Name	Attended
Dean Deborah Shanley, Board Chair	Yes
Christina Frey, Treasurer	Yes
Harris Ferrell	Yes
Iris Chen	Not Present
Adrienne Loiseau	Yes
Jack Schnirman	Yes

#### Others in attendance

Stacey Park, Principal, AF Bushwick Elementary School

Michael Rosskamm, Principal, AF Bushwick Middle School

Tony Siddall, Network Support, Senior Director of Team External Relations

#### Call to Order

Deborah Shanley called the meeting to order at 7:20pm.

#### Principal's Report

Stacey Park reported that suspensions are low and attendance numbers are up, something they are celebrating by taking kids with high attendance to Matilda on Broadway. On the state tests, she reported that math was stronger than ELA. In the parent survey, data shows that overall parents are feeling good.

Michael Rosskamm reported that attendance has slipped. As a result, he is tightening up the consequences if scholars are late more than once a week. This will begin next year. As well, AF Bushwick Middle School is instituting a Saturday extension program to work with the most struggling scholars. For scholars graduating from the school, about 75% are going to AF

University Prep High School.

### **Family Representative Report**

Adrienne Loiseau reported that the Spring Arts Musical Festival was last week. She also noted that the last PLC meeting will be on June 10. She made note of some upcoming dates-a 4th grade trip to Penn State, a family engagement meeting to develop parent leaders from each school, a 4th grade dance, a Family Fun Day Picnic in Highland Park and a Stepping Up ceremony.

### **Board Business**

Deborah Shanley asked for any questions, concerns or changes. There were none.

RESOLVED, the AF Bushwick Board of Trustees approves the March 2014 Board minutes as presented.

Moved: Harris Ferrell

Seconded: Christina Frey

The Board voted unanimously in favor of the resolution.

Deborah Shanley asked if there were any questions on new Board members. Tony Siddall noted that the parent advisory panel will make the nominations for family liaison.

RESOLVED, the AF Bushwick Board of Trustees hereby nominates the following new Trustees, subject to authorizer approval, to serve on the Achievement First Bushwick Board of Trustees effective August 1, 2014:

Andy Hubbard
Ambrose Wooden, Jr.
Kelly Wachowicz
Lee Gelernt
Amy Arthur Samuels
Deborah Shanley
Gabe Schwartz
Judith Jenkins
L. Priscilla Hall
Jon Atkeson
Matt Tartaglia
Lee Gause
Justin Cohen
Ted Coons
Claire Robinson

Moved: Christina Frey

Seconded: Harris Ferrell

The Board voted unanimously in favor of the resolution.

Deborah Shanley noted that the AF university Prep facilities are exploring moving from the AF Brooklyn High School building.

RESOLVED, that the AF Bushwick Board of Trustees hereby approves Achievement First, Inc. to request co-location in a public school facility due to expansion of grades, for the 2015-16 school year and beyond.

Moved: Jack Schnirman

Seconded: Christina Frey

The Board voted unanimously in favor of the resolution.

Deborah Shanley noted that the intention is to apply for up to three new charters.

RESOLVED, the AF Bushwick Charter School Board of Trustees intends to apply for three new charters Kindergarten through 12<sup>th</sup> grade charters, serving one or more of the following Community School Districts ("CSD"): CSD 16, CSD 17, CSD 19, CSD 23, CSD 32.

Moved: Adrienne Loiseau

Seconded: Jack Schnirman

The Board voted unanimously in favor of the resolution.

RESOLVED, the AF Bushwick Board of Trustees approves withdrawing from Board discretionary reserves in the amount of \$234,438 to support the proposal provided by Chief Academic Officer Tracy Epp on Tuesday, May 27, 2014.

Moved: Christina Frey

Seconded: Jack Schnirman

Harris Ferrell abstained from the vote.

## **Financial Report**

Christina Frey noted that the schools are on budget with no difficulties anticipated.

RESOLVED, the AF Bushwick Board of Trustees approves the financial report as presented.

Moved: Jack Schnirman

Seconded: Adrienne Loiseau

The Board voted unanimously in favor of the resolution.

Christina Frey stated that on Tuesday, May 27 Board treasurers interviewed candidates to conduct the FY15 audit. After the interviews, treasurers recommended the approval of CohnReznick. Deborah Shanley noted that this was an open bidding process for the contract, and that CohnReznick is the firm AF contracts with for schools in Connecticut.

RESOLVED, the AF Bushwick Board of Trustees approves CohnReznick to conduct the FY14 audit.

Moved: Jack Schnirman

Seconded: Adrienne Loiseau

The Board voted unanimously in favor of the resolution.

RESOLVED, the AF Bushwick Board of Trustees approves the FY15 Budget as presented.

Moved: Adrienne Loiseau

Seconded: Jack Schnirman

The Board voted unanimously in favor of the resolution.

## **Adjourn**

The meeting was adjourned at 8:21pm by Deborah Shanley.

**Minutes taken by** Sheena Delgado, Team CIO Coordinator.