THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT FAMILY LIFE ACADEMY CHARTER SCHOOLS' AUTHORITY TO OPERATE:

FAMILY LIFE ACADEMY CHARTER SCHOOL

FAMILY LIFE ACADEMY CHARTER SCHOOL II

FAMILY LIFE ACADEMY CHARTER SCHOOL III

Report Date: March 9, 2022

Review Date: October 19 – 21, 2021

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EB
ED CORP BACKGROUND

EDUCATION CORPORATION BACKGROUND

FAMILY LIFE ACADEMY CHARTER SCHOOLS

MISSION

Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self-empowerment for all its Kindergarten – 12th grade students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.

EDUCATION CORPORATION SNAPSHOT

First School Opened: 2001

Total Number of Charters: 4

Total Chartered Enrollment: 1,560

Information about each charter is found below in the Charter School Background section of this report

KEY DESIGN ELEMENTS

Rigorous academic program with a focus on scholars doing the heavy lifting;	+	Family involvement and empowerment;	+
Data driven planning fueled by a rigorous system of assessment and accountability;	+	Shared responsibility for learning between the scholars, their family, and the school;	+
Intentional approaches to meeting the needs of all scholars including English language learners;	+	School communities that affirm human values;	+
Professional learning that enriches teaching and increases scholar achievement;	+	A focus on preparation for college, career, and civic life; and,	+
Caring and consistent discipline;	+	A continued use of community resources.	+

EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION BACKGROUND

Family Life Academy Charter Schools ("FLACS Schools" or the "education corporation"), a not-for-profit charter school education corporation, has the authority to operate four charters. The New York Charter Schools Act of 1998 (as amended, the "Act") allows authorizers to grant charter school education corporations the authority to operate more than one charter under New York Education Law § 2853(1)(b-1) through the approval of new charters, or through merger with one or more education corporations. The State University of New York Board of Trustees (the "SUNY Trustees") approved the charters for Family Life Academy Charter School ("FLACS") and Family Life Academy Charter School II ("FLACS II") in 2001 and 2011, respectively. In April 2013, the SUNY Trustees approved a merger of the two charters and later that year approved the application for Family Life Academy Charter School III ("FLACS III"). Family Life Academy Charter Schools High School ("FLACS High"), which was the last charter granted to the education corporation by the SUNY Trustees in 2019, plans to open in fall 2022 with 9th grade. Currently, the three elementary programs across FLACS, FLACS II, and FLACS III feed into the middle school program of FLACS II.

A shared services team, employed by FLACS Schools, supports the charters. The shared services team provides administrative and operational support in finance, technology, human resources, professional learning, special education, and curriculum, as well as data management and analysis. FLACS Schools also partners with a community partner, the Latino Pastoral Action Center, Inc. ("LPAC"), which helped write the original charter application for FLACS. LPAC provides capacity building and leadership development services and is deeply rooted in the community.

NOTEWORTHY

FLACS Schools is participating in the NYC Kids Rise Save For College Program. NYC Kids Rise is opening 529 college savings plans for all FLACS Schools, Kindergarten students and donating $100 to each account. FLACS Schools is supplementing the program by holding workshops with families to begin discussing financial literacy and planning college savings.

SUMMARY OF COVID-19 RESPONSE

FLACS Schools provided ongoing supports to students and families throughout the COVID-19 pandemic. Campuses provided 1,383 devices and internet service to 253 students and hired a director of instructional technology to support remote instruction during the 2020-21 school year. Each campus also delivered parent workshops on

technology instruction, help-desk support, and bilingual videos that taught families to use different technology platforms. Charter leaders and instructional staff communicated consistently with parents and families through ParentSquare, a platform that allows two-way communication via text message, email, and phone alerts. Additionally, campuses reserved Wednesdays to provide small-group instruction and engage parents and families of students throughout the school year. As a result of these efforts, attendance rates for all three charters were greater than 90% for the 2020-21 school year.

FULL-TERM RENEWAL

Renewal through 2026-27 *The SUNY Charter Schools Institute (the "Institute") recommends that the SUNY Trustees' Charter Schools Committee approve the three Applications for Charter Renewal:*

- *Family Life Academy Charter School;*
- *Family Life Academy Charter School II; and,*
- *Family Life Academy Charter School III.*

If each charter is renewed, Family Life Academy Charter Schools will be granted the authority to continue to operate each charter through the 2026-27 school year with the authority to provide instruction to students in such configuration as set forth in each charter's Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the "SUNY Renewal Policies").[1] The Table below presents more information about the charters.

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
FLACS	K-5	468	Subsequent Renewal
FLACS II	K-8	1,014	Subsequent Renewal
FLACS III	K-5	260	Subsequent Renewal

1. SUNY Renewal Policies (p. 14) are available on the Institute's website.

RENEWAL RECOMMENDATION

To earn a ***Subsequent Full-Term Renewal***, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1: each charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2: the education corporation can demonstrate the ability to operate each charter in an educationally and fiscally sound manner in the next charter term; and,

3: given the programs each charter will offer, its structure, and its purpose, approving each charter to operate through the 2026-27 school year is likely to improve student learning and achievement and materially further the purposes of the Act.[2]

2. See Education Law § 2852(2).

EXECUTIVE SUMMARY

During their charter terms, FLACS, FLACS II, and FLACS III are academic successes having met or came close to meeting their key Accountability Plan goals. The table below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is the education corporation an academic success?

FLACS Schools is an academic success. Each of its open charters demonstrates high academic performance on the most recent available state exams in both English language arts ("ELA") and mathematics as compared to the New York City Community School District ("CSD") to which the Institute compares each charter. The education corporation is prioritizing teaching and learning actions that are likely to mitigate any learning losses due to COVID-19 including building a robust educational technology program.

Is the education corporation an effective, viable organization?

FLACS Schools is an effective, viable organization. Each charter has a clear organizational structure that is supported by a growing and robust shared services leadership team. The FLACS Schools' board has deep ties to the South Bronx community and works diligently to ensure that each charter works closely with community partnerships.

Is the education corporation fiscally sound?

FLACS Schools is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks, and presents a reasonable fiscal plan for the next charter term.

If the SUNY Trustees renew the education corporation's authority to operate the charter schools, are its plans for the charters reasonable, feasible, and achievable?

FLACS Schools' plans for each charter in the education corporation, if renewed, are reasonable, feasible, and achievable. The board's vision for each charter is that it serves as a community hub within the South Bronx with resources and strong, effective community based organization partnerships that support the well-being of all FLACS Schools' students. Each charter will continue implementing the core elements that led to success in each of the current charter terms.

EXECUTIVE SUMMARY

FLACS Schools works to create a strong sense of community at each of its charters and the respective surrounding communities. One main key to success across each charter is with their partnerships with community based organizations. Through the board's, leadership's, and families' deep-rooted history with FLACS, each charter focuses on working with Bronx-based, local organizations to enrich and provide supports in each community served by FLACS Schools.

FLACS Schools also develops an effective model in succession planning at all levels. When FLACS Schools began replicating its models with two additional charters, leaders developed a leadership model that hired a veteran, effective principal with an assistant principal new to leadership. The founding principals helped to open each additional charter with a focus on developing the assistant principals with the intent of stepping into the role once the principal retired. This model allowed for both FLACS II and FLACS III to have seamless leadership transitions over the current charter term.

In terms of transitioning to full time, in-person instruction for the 2021-22 school year, leaders and teachers capitalize on the remote learning experience by supplementing classroom teaching and learning with an effective use of technology. During lessons, teachers incorporate laptop use so that students complete checks for understanding and group projects digitally. Teachers have success with incorporating technology into class lessons, especially with checks for understanding, as it gives them opportunities to formatively assess all students during a lesson.

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic program, the Institute finds each charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant FLACS, FLACS II, and FLACS III a Subsequent Renewal with each charter's expiration date to be July 31, 2027 to align the charter expiration dates.

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FAMILY LIFE ACADEMY CHARTER SCHOOL

14 West 170th Street, Bronx, New York | **Grades: K-5** | **NYC Community School District 9**

The SUNY Trustees approved the original charter for FLACS on January 23, 2001. The charter opened in fall 2001, serving 100 students in Kindergarten – 1st grade.

PROGRAM

FLACS implements the core elements outlined in the Education Corporation Benchmark Summary, found in this report, based on the Institute's renewal review.

FLACS, as the flagship charter of FLACS Schools, not only provides an effective educational program for students, but also serves as a community hub. Partnering with LPAC, FLACS provides additional services to the community aside from its academic program. FLACS hosts community events and other activities to support and promote local non-profits and community based organizations in the South Bronx. FLACS also partners with LPAC each year to participate in a "Keep Our Community Clean" clean up day where students, families, and staff members participate in clean up efforts around the community. In 2020-21, the charter celebrated its 20th annual "Keep Our Community Clean" day. For more information on FLACS's academic performance, please see Appendix B: Education Corporation Overview.

CURRENT CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment: 416

Charter Expiration: June 30, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment: 468

Charter Expiration: July 31, 2027

CHARTER LEADERS

PRINCIPAL

Evelyn Centeno (2016-17 to Present)
Debra Friday (2014-15 to 2015-16)
Angel Rodriguez (2011-12 to 2013-14)
Marilyn Calo (2003-04 to 2010-2011)
David Ramos, Administrative Director (April 2002 to August 2003)
Emily Richmond, Interim Director (January 2002 to April 2002)
Isabel Gutierrez (August 2001 to December 2001)

CHARTER SCHOOL BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	312	304	97%	K-5
2018-19	286	270	94%	K-5
2019-20	416	407	98%	K-5
2020-21	416	412	99%	K-5
2021-22	416	386	93%	K-5

NOTEWORTHY

Given FLACS' long standing tenure as a charter, many alumni have come back to volunteer and work with FLACS Schools. Two alumni are current staff members, and 15 alumni have come back to work with FLACS Schools' partner organization, LPAC. Other students have participated in internships and two students did part time work with the charter's counseling and communications teams.

FAMILY LIFE ACADEMY CHARTER SCHOOL II

296 East 140th Street Bronx, New York | **Grades: K-5** | **NYC Community School District 7**
316 East 165th Street Bronx, New York | **Grades: 6-8** | **NYC Community School District 9**

The SUNY Trustees approved the original charter for FLACS II on June 15, 2011. The charter opened in fall 2012, serving 100 students in Kindergarten – 1st grade.

PROGRAM

FLACS II implements the core elements outlined in the Education Corporation Benchmark Summary, found in this report, based on the Institute's renewal review.

In addition to FLACS II implementing an effective replicated elementary program, FLACS II also serves all FLACS Schools' middle school aged students from each charter. The middle school program experienced unexpected leadership turnover in early 2021-22. However, given the education corporation's thoughtful process for succession planning, the assistant principal seamlessly moved into an interim principal position and continued to support teaching and learning. At the start of 2021-22, the middle school program prioritized community building activities to help students and staff members bring back its strong family feeling of culture. For more information on FLACS II's academic performance, please see Appendix B: Education Corporation Overview.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 832

Charter Expiration: July 31, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 1,014

Charter Expiration: July 31, 2027

CHARTER LEADERS

ELEMENTARY PRINCIPAL

Pamela Franklin (2021-22 to Present)
Kathy Ortiz (2017-18 to 2020-21)
Lourdes Arroyo (2012-13 to 2016-17)

MIDDLE SCHOOL PRINCIPAL

Ambár Terrero (October 2021 to Present)
Michael Adler (March 2018 to October 2021)

CHARTER SCHOOL BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	520	489	94%	K-8
2018-19	624	579	93%	K-8
2019-20	780	736	94%	K-8
2020-21	858	790	92%	K-8
2021-22	832	755	91%	K-8

NOTEWORTHY

FLACS II expanded arts programming during the charter term. Students participate in annual vocal performances inside and outside the school, drumming circles, visual arts classes, violin lessons, and theater programs. FLACS II consistently offered arts programming throughout remote instruction during the COVID-19 pandemic.

FAMILY LIFE ACADEMY CHARTER SCHOOL III

370 Gerard Avenue, Bronx, New York | **Grades: K-4** | **NYC Community School District 7**
316 East 165th Street, Bronx, New York | **Grades: 5** | **NYC Community School District 9**

The SUNY Trustees approved the original charter for FLACS III on October 28, 2013. The charter opened in fall 2014, serving 100 students in Kindergarten and 1st grade.

PROGRAM

FLACS III implements the core elements outlined in the Education Corporation Benchmark Summary, found in this report, based on the Institute's renewal review.

FLACS III is working to infuse lessons learned from the remote instructional period by supplementing its in-person learning with a rich layer of technology support. The Institute observed effective technology use during classroom visits. During many lessons, teachers utilize online application to support checks for understanding with the majority of students consistently engaging in lesson activities. The shared services team also provides FLACS III with technology support with the newly established director of instructional technology who provides direct coaching to teachers and strategy support to charter leaders. For more information on FLACS III's academic performance, please see Appendix B: Education Corporation Overview.

CURRENT CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment: 312

Charter Expiration: July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment: 260

Charter Expiration: July 31, 2027

CHARTER LEADERS

PRINCIPAL

Rachel Cotto-Nuñez (2021-22 to Present)
Andrea Hernandez (2014-15 to 2020-21)

CHARTER SCHOOL BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	260	248	95%	K-4
2018-19	260	258	99%	K-4
2019-20	260	252	97%	K-4
2020-21	260	243	93%	K-4
2021-22	312	260	83%	K-5

NOTEWORTHY

In 2018-19, the most recent year with credible state exam data available, 100% of the charter's tested students scored at or above proficiency on the state science exam. Further, 76% of students scored at level 4, the highest possible level.

DP

DATA PRESENTATION

PAGES: 15-31

AP ACADEMIC PERFORMANCE

CP COMPLIANCE PERFORMANCE

CS COMMUNITY SATISFACTION

SD STUDENT DEMOGRAPHICS

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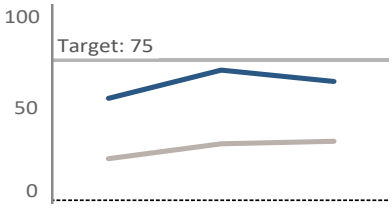
ACADEMIC PERFORMANCE

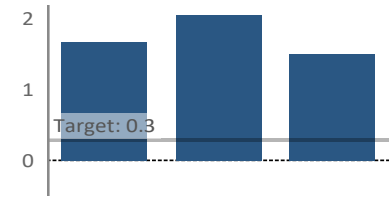
FAMILY LIFE ACADEMY CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts.**



Test Year	District %	Ed.Corp. %
2017	23	55
2018	31	70
2019	32	64

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



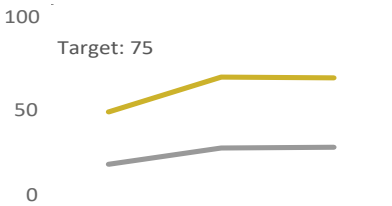
Test Year	Ed. Corp. Weighted Effect Size
2017	1.69
2018	2.05
2019	1.50

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

Test Year	Ed. Corp. Mean Growth Percentile
2017	49.3
2018	55.4
2019	42.7

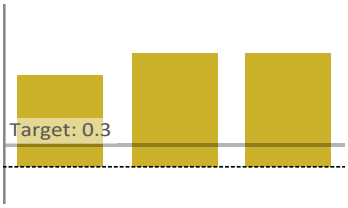
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts**.



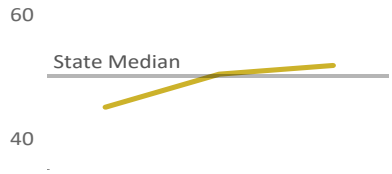
Test Year	District %	Ed.Corp. %
2017	21	49
2018	30	67
2019	30	67

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2017	1.24
2018	1.54
2019	1.53

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

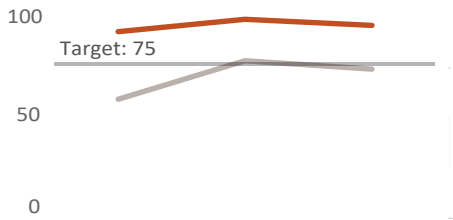


Test Year	Ed. Corp. Mean Growth Percentile
2017	45.1
2018	50.4
2019	51.8

** The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.*

FAMILY LIFE ACADEMY CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts.**



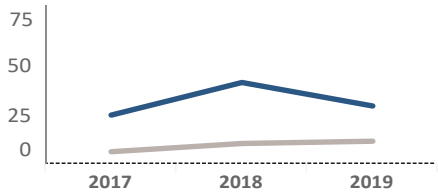
Test Year	District %	Ed.Corp. %
2017	58	91
2018	77	98
2019	73	95

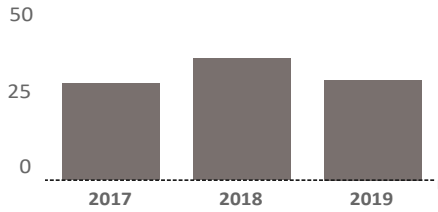
BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

		FLACS			FLACS 2			FLACS 3		
Measure	Subgroup	Target	Tested	Results	Target	Tested	Results	Target	Tested	Results
Growth	All students	50	179	31	50	588	38	50	101	30
Equity 1	Gap closing	55	115	31	55	380	45	55	48	30
Equity 2	English Language Learners	31	40	29	37	65	44	30	21	35
Absolute	2+ students	75%	168	29%	75%	537	30%	75%	88	43%

		FLACS			FLACS 2			FLACS 3		
Measure	Subgroup	Target	Tested	Results	Target	Tested	Results	Target	Tested	Results
Growth	All students	50	175	32	50	588	29	50	102	27
Equity 1	Gap closing	55	122	29	55	429	34	55	63	30
Equity 2	English Language Learners	29	38	37	29	66	33	26	22	33
Absolute	2+ students	75%	167	29%	75%	538	20%	75%	88	26%

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION**





Ed. Corp. Enrollment Receiving Mandated Academic Services	118	127	126
Tested on State Exam	64	77	81
Ed. Corp. Percent Proficient on ELA Exam	25.0	41.6	29.6
Composite District Percent Proficient	6.4	10.6	11.7
Ed. Corp. ELL Enrollment	176	188	151
Tested on NYSESLAT Exam	148	186	151
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	27.0	33.9	27.8

* For description of internal assessments, see section 1A.
**The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Each of the three FLACS Schools charters met or came close to meeting their key academic Accountability Plan goals over the charter term. The education corporation's charters exceeded all comparative targets under the ELA and mathematics goals in each year with available state exam data. In the absence of data suitable for analysis in 2020-21, the education corporation used the NWEA MAP assessment to demonstrate student achievement and progress. Each of the charters also met the science goal and remained in good standing according to the state's accountability system.

From 2016-17 to 2018-19, each charter under review in the education corporation outperformed the district in ELA and mathematics. The charters' students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least 20 percentage points in ELA and at least 19 percentage points in mathematics each year. Notably, in 2018-19, 78% of FLACS III's students enrolled in at least their second year scored at or above proficiency in mathematics exceeding the absolute target by three percentage points and the district performance by 44 percentage points. During every year, the education corporation's charters posted effect sizes in both subjects that far exceeded the target of 0.3. This level of achievement indicates that the charters performed higher than expected to a large degree in comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students. Although the charters posted mean growth percentiles that fell under the target of 50 in some years, each charter's absolute achievement remained high. From 2016-17 to 2018-19, all three charters exceeded the absolute and comparative targets for the science goal.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for schools and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.
4. Absolute Measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

ACADEMIC PERFORMANCE

FLACS, FLACS II, and FLACS III administered the NWEA MAP assessment to monitor student growth and achievement in 2020-21. That year, the percentage of students enrolled in at least their second year at the charters scoring at or above the proficiency equivalent ranged from 29% to 43% in ELA and from 20% to 29% in mathematics. Notably, FLACS II's students who performed below the proficiency equivalent in the fall for both subject areas posted median growth percentiles that surpassed their general education peers in both subjects. The education corporation also uses the exam to monitor growth for other at-risk subgroups including ELLs. In 2020-21, the median growth percentile for ELLs across the education corporation exceeded the median growth percentile for the general education student population in both subjects.

BENCHMARK SUMMARY

ASSESSMENT

FLACS Schools has an assessment system that improves instructional effectiveness and student learning. The charters regularly administer a variety of valid and reliable assessments aligned to the FLACS Schools curriculum and state performance standards. In ELA, the charters use the Fountas and Pinnell ("F&P") across 1st – 5th grade to identify students for small group instruction and assign appropriate texts. Each charter also administers a network developed foundational skills assessment to students in Kindergarten. In both ELA and mathematics, FLACS Schools began administering the NWEA MAP Growth assessment in 2018-19 to monitor student progress and evaluate the curricular program. FLACS Schools has a robust data analysis system across the organization that analyzes these assessment results and provides actionable information to all stakeholders throughout the school year. A data liaison at each charter scores and analyzes the assessments and disseminates the data as well as higher level trends to teachers and instructional leaders at each site. At the shared services level, the data specialist and data analyst support each data liaison. These shared services staff members also help principals with developing professional development for teachers and support network leaders with high level analyses to evaluate the academic program.

Teachers in all grades also use exit tickets as well other internally developed assessment such as on demand writing assignments to monitor student growth and achievement. FLACS Schools established a director of instructional technology position with the shared services team to help the charters utilize best practices with technology from the remote learning period. This director provides support directly to teachers and leaders to build the education corporation's educational technology program. One key aspect of the program is teachers utilize laptops during classroom lessons to include opportunities for students to conduct quick formative assessments via a web-based application, and then teachers easily assess students' understanding of a concept.

CURRICULUM

FLACS Schools provides its charters and teachers with a comprehensive curriculum aligned to state standards and across grades that supports teachers in instructional planning. The education corporation establishes a framework for rigorous academic curriculum that consists of curriculum by subject area, an overview of FLACS Schools' educational program, and core instructional methods. Shared services leaders utilize the framework as an intentional material that codifies the charters' key design elements to maintain cohesiveness throughout the education corporation. FLACS Schools values each charter's autonomy with regard to aspects like school culture and traditions, and the curricular framework helps to connect each charter and share best practices.

Teachers access many supporting curricular tools, specifically curriculum maps, pacing guides, and colleagues' plans, to help plan and executive purposeful lessons. Teachers utilize the curricular framework to help design instruction and inform small group work.

For instance, many teachers utilize the curricular framework and collaborate by reviewing lesson plans and focusing on transferable skills to plan for small group instruction based on the lesson goals, skills, and needs of individual students. As part of teachers' planning process, lesson plans identify and pre-determine individual and small group check-ins and conferencing based on data collected from previous lessons. Shared services leaders work alongside charter principals to collaboratively share feedback on curricula in order to make decisions about what curricula is used and how it should be adjusted and adapted.

For ELA, FLACS utilizes the network designed balanced literacy approach. Leaders identify independent reading, high quality read alouds, and small group work as key features of the ELA program. In Kindergarten – 5th grade, teachers incorporate close reading and implement Teachers College Reading and Writing Project curriculum for writing. The middle school program utilizes EngageNY as its core curriculum and engage students with analyzing thematic series of texts. For mathematics, FLACS utilizes Math in Focus across all grades to emphasize students doing the work and thinking with the focus on problem solving and moving from concrete pictorials to more abstract thinking. Kindergarten – 5th grade also utilizes a daily calendar curriculum to support student discourse related to mathematics strategies and mental mathematics thinking. For science, charters began piloting Amplify Science over the charter term and fully implemented the program across all grades during the 2021-22 school year. For social studies, FLACS Schools transitioned away from textbooks and created a program aligned to the New York State Next Generation Learning Standards for Social Studies that features diverse sets of texts for both read alouds and independent reading. Through the network-grown curriculum, students will read and hear from diverse voices and perspectives to consider identity and whose voices might be left out. Students also engage in learning about both local and global communities in the New York State area and across the United States with emphasis on learning about the Bronx. For instance, in a few lessons observed during the renewal visit, students learned how the Bronx influences the world in terms of music. Beyond the core curriculum, FLACS Schools intentionally provides each charter with supplementary resources like DreamBox and i-Ready to support individualized learning at the elementary programs, and the middle school program is piloting Lexia in 5th grade.

FLACS Schools has a process for selecting, developing, and reviewing its curriculum and resources. At the end of each summer, the shared services curricular team, or curriculum specialists, facilitate an annual review process across all FLACS Schools that is informed by curricular feedback that teachers and leaders provide throughout the year. The curriculum specialists make curricular adjustments during the summer before the start of the following year. Throughout the year, school leaders also encourage teacher feedback on the curriculum during weekly planning sessions. One example of how the network intentionally considers curricular offerings is how FLACS II typically offers a Living Environment Regents course, but paused during the COVID-19 pandemic because they needed to focus on missed learning. Leaders, however, reported that they will return and offer the Living Environment Regents course in the future to provide more advanced opportunities for their students.

ACADEMIC PERFORMANCE

PEDAGOGY

FLACS Schools has a culture of academic achievement and growth with classrooms that demonstrate effective, high quality instruction. Teachers in FLACS Schools consistently deliver purposeful, well-designed lessons with clear and rigorous objectives aligned to state standards and the school's curriculum. Most teachers refer to the FLACS Schools' curricular framework as a living document and utilize the framework and colleagues' shared lessons to collaboratively plan and strategically group students. Specialist teachers use the shared plans to integrate transferable skills across contents and learning environments. The Institute observed collaborative teacher notes and intentional check-ins with specific students in teacher lesson plans. Teachers knew who they were meeting when and for what purpose.

Teachers at FLACS Schools provide students with structured learning environments with efficient transitions that maximize learning time. The Institute observed classrooms with clearly established routines and consistent expectations that have been internalized by all stakeholders. For instance, in one classroom, students effectively and authentically utilized task cards to notify the teachers in the room when individual students need more think and writing time or a check-in for guidance and support. Teachers further facilitated appropriate pacing throughout lessons and students demonstrated on task, focused behavior. In most classrooms, teachers utilize timers and give clear directions. Students were aware of groupings, learning tasks, and how to transition between activities. Most students also knew to utilize their resources and ask their peers prior to asking the teacher for help.

Teachers regularly use questioning strategies and techniques to increase student participation and engagement and check for student understanding. Teacher voice is present across classrooms and there is good student participation. In most classrooms, the Institute observed students sharing their responses in a variety of ways from "thumbs up, thumbs down," oral responses to questions and written responses on white boards or exit tickets. In one classroom, the teacher revisited the objective and class question, provided appropriate wait time, and then asked all students to submit their answer via NearPod to share and discuss with the class. In another class, the teacher effectively leveraged student responses and expected students to respond to each other and provide each other feedback. While the Institute observed strong examples of higher order thinking activities, FLACS Schools leadership recognizes a priority to develop and improve teacher practice with including more opportunities for higher order thinking and shift the intellectual heavy lifting onto students.

The Institute observed most classrooms appropriately utilizing technology and online learning strategies to not only support individualized learning, but also most classrooms effectively implemented online tools into lessons. For instance, in one middle school program classroom, students utilized their laptops via NearPod to see notes and work that was also displayed via the classroom's SmartBoard. Students worked on laptops and then interacted with the classroom tools to share their answers. The technology at FLACS is intentional and supports student learning.

ACADEMIC PERFORMANCE

INSTRUCTIONAL LEADERSHIP

FLACS Schools has strong instructional leadership at both the shared services level and at each of the charters. The FLACS Schools leadership model is purposeful in design with a clear pathway for succession. When FLACS Schools began replicating, shared services leadership hired experienced, tenured principals to found each of the schools. The school placed an assistant principal with potential to lead as principal in place to learn, grow, and develop under the guidance of the experienced principal with the trajectory to take on the principalship one day. This model works successfully and when FLACS II and FLACS III experienced leadership turnover, the respective assistant principals easily moved into the principal position in a seamless manner. This one aspect of leadership development is a strong example of how thoughtful the shared services leadership team is at planning and executing instructional leadership.

FLACS Schools leaders establish an environment of high expectations for teacher performance through clear priority setting at the beginning of each year. For the 2021-22 school year, leaders prioritize ensuring the safety and well-being of students and teachers and establish an environment that allows families to feel comfortable with sending children to school each day. To allow each charter leadership team to focus attention on academics, the shared services team led education corporation wide meetings with families to share consistent information about the charters' approach to COVID-19 safety measures. In addition to health and safety procedures, leaders prioritize a range of teaching and learning activities to ensure each charter is mitigating any accumulated learning losses due to issues related with the COVID-19 pandemic. The first area for each charter is gaining a clear understanding of where each student is academically, and teachers conducted a suite of diagnostic assessments at the beginning of the year to gain a clear picture on student performance. Next, through professional development and coaching, FLACS Schools leaders prioritize the design of lesson plans to focus on specific differentiation, small group learning, and question design to allow teachers to meet individual and group needs of students within the classroom.

Over the current charter term, the shared services team grew alongside the growth of the charters in the education corporation. As with its methodical consideration of growth of the education corporation, shared services leadership carefully considers growth needs and strategically builds up its supports for each charter in a well-researched way. Recognizing a need to develop more curricular support for principals and teachers, the shared services team expanded its academic supports to provide three dedicated curriculum specialists, one for ELA, ELL, and social emotional curriculum, one for mathematics, and one for science and social studies. The shared services team also provides instructional leadership with a coordinator of special education and director of instructional technology. The team of supports provides both on-demand and formal points of contact with each charter to support and develop the academic programs. These teams also support charter leaders with developing course of action and agendas for grade and content team meetings, which results in a coherence of curricular program delivery at each charter.

ACADEMIC PERFORMANCE

AT RISK PROGRAM

FLACS Schools meets the educational needs of at-risk students. Each charter aims to provide all students more opportunities for individualized learning and diverse pathways. The charters utilize clear procedures for identifying students with disabilities, ELLs, and students struggling academically. All charters utilize a multi-tiered Response to Intervention ("RTI") program to identify and provide interventions for students struggling academically or behaviorally. Teachers, for instance, refer students to the RTI team based on achievement data from MAP data, student work, and other observations. The student study team meets with the classroom teacher to develop goals and interventions, and then, after a six to eight week period of implementation, reconvenes to monitor student progress. If a student does not make adequate progress, then the charter will refer the student to the district Committee on Special Education ("CSE") for evaluation for special education services. For ELLs, the school administers the Home Language Identification Survey to all incoming and eligible students. For any eligible student, the English to Speaker of Other Languages ("ESOL") certified teacher administers the New York State Identification Test for English Language Learners ("NYSITELL").

FLACS Schools has effective intervention programs to meet the needs of at-risk students. For students with Individualized Education Programs ("IEPs"), charters provide the necessary mandated services including special education teacher support services ("SETSS") and related services of counseling, occupational, physical, and speech therapy. During the remote learning period, the charters shifted their services to primarily focus on SETSS and intervention groups. When the charters transitioned to hybrid learning, the charters focused on prioritizing in-person services for students with disabilities. This school year, some related services for students have been delayed as the NYCDOE is experiencing shortages in related services providers. Charter leaders are escalating requests and working with partners to locate and secure services through related services authorization, which allows families to seek services remotely, at home, or at an external off site location.

For ELLs, charters utilize a sheltered instruction observation protocol ("SIOP") model. Since FLACS Schools believe in integrated language instruction, ELLs are primarily supported in integrated classes. For entering and emerging level ELLs, the charters provide additional stand-alone classes for more direct work and targeted learning. Each charter has an ESOL teacher. Leaders provide general education teachers professional development to support ELLs in classes.

FLACS Schools does effective work to ensure that general education teachers have the tools and resources to support at-risk students. ESOL and special education leaders provide high quality professional development to ensure all teachers are prepared with skills to support both ELLs and students with disabilities. Leaders differentiate professional development sessions based on trends from walkthroughs and feedback from teachers.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

The education corporation has clear operational procedures and an organizational structure that supports the delivery of the academic program at each charter. In addition to providing support with finance, facilities, operations, student and staff recruitment, and human resources, the shared services team also conducts curriculum development, data analysis, and professional development for the charters. These supports allow instructional leaders at the charters to focus on supporting teaching staff and delivering the high quality program successfully. The shared services leadership team also meets regularly with instructional leaders from each charter to practice continuous reflection on the academic program and maintain the strong, cohesive culture across the community. The education corporation prioritizes technology integration in classrooms with at least two devices for every student. Teachers seamlessly embed these resources into lessons with professional development support from the organization. Teachers know whom to contact for additional technology resources. The shared services team added a director of instructional technology during the remote learning period. The shared services team and each charter allocate necessary resources to provide teachers with high quality web-based applications to support learning and professional development to support the implementation of technology tools.

Notably, teacher retention across the education corporation increased over the past three school years. In order to retain quality staff, the network established a pipeline for teaching assistants to be promoted to full time teaching staff and for teachers to take on leadership responsibilities such as instructional coaching. In addition to this effective pipeline, FLACS Schools, given its longevity as a charter in New York City, attracts alumni back to work or intern with the charters in a variety of capacities including with the FLACS Schools' partner LPAC.

FLACS Schools works to ensure it recruits students to meet its budget requirements as well as its enrollment and retention targets. The shared services team works with a family liaison at each of the charters to support with recruitment efforts. As a fixture in each of the charter's communities, FLACS Schools is a recognized name as a community based charter school in the South Bronx. Recognizing a slightly lower than typical elementary program enrollment, FLACS Schools made the strategic decision to open FLACS High with high school level grades to meet the growing demand of families.

BOARD OVERSIGHT & GOVERNANCE

The FLACS Schools' board works effectively to achieve the school's Accountability Plan goals. The board's membership prides itself on having longevity with its members' tenure of service, as well as having deep roots with the education corporation and charters. The board chair has served on the board for 20 years and is a former parent of a FLACS graduate. The founder of FLACS also remains on the board, and members are thoughtful about succession planning. For example, the founder's successor as the leader of the community based organization that partners with FLACS Schools is also a member of the board. The board is thoughtful as to its membership and inviting new members to the board. Each charter's parent teacher association ("PTA") president serves on the board. Many of these individuals have also gone through the board's rigorous

process for board selection to remain on the board after their tenure as PTA president. The board ensures that members bring a range of skills and experiences to the board. In addition to the skills each member brings, the board is methodical in opportunities for each member to learn and experience activities outside of their wheelhouse so that each member gains a holistic understanding of academics, operations, and finances.

The FLACS Schools' board has robust systems in place to receive, analyze, and take action on a variety of information from each charter. Members thoroughly analyze state and national normed test data and review school by school, grade by grade, and subgroup student achievement data. The board recognized higher performance at FLACS II over the charter term, and it determined that the mathematics curricular programs used at FLACS II contributed to improved results for students. It worked with FLACS Schools' leadership to implement the curricular programs in all charters. In addition to academics, the board closely reviews the budget, and FLACS Schools' leaders share qualitative data about the academic program, neighborhood changes, and political climate in order to help inform decisions. One important aspect in decision making for the board is consistently finding ways to contribute, support, and develop the communities where the schools are located. When making facilities decisions, the board makes all attempts to find space with community organizations to ensure that they are giving back and uplifting organizations that are home grown in the South Bronx community. The board effectively uses all of these data to make informed decisions about the direction and long term plans for each of the FLACS Schools' charters.

Through the ongoing COVID-19 pandemic, the board works closely with FLACS Schools' leadership to ensure that each charter is providing specific and targeted support for students, families, and staff members. To address any accumulated missed learning, the board charged charter leaders with priorities that included early diagnostic assessments, more intensive summer professional development, and additional staff members at each charter. Aside from academics, the board, working with leaders, also supported basic and social emotional needs of students and families. Some actions included providing laptops and connectivity to all students, delivering lunch and breakfast to students each day, and connecting families to one another by maintaining and increasing the frequency of PTA meetings. In addition to breakfast and lunch meal delivery, FLACS Schools worked with local organizations to build farm boxes for families for weekly delivery of fresh fruits and vegetables with suggested recipes to provide healthy meal options for families.

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HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

Annual Reports	The FLACS Schools' website contained the required annual reports but not the annual fiscal audits, which the Act also requires. The Institute will work with FLACS Schools to have it post the requisite documents.
Bylaws	The FLACS Schools' bylaws need minor revision related to committees to be in compliance with the Education Law and New York Not-For-Profit Corporation Law ("NPCL"). The Institute will work with the education corporation to amend the bylaws prior to the beginning of the next charter term.
FOIL	The New York Freedom of Information Law ("FOIL") information on the FLACS Schools' website did not include the required link tot he Committee on Open Government. The FOIL policy also incorrectly directed denied FOIL appeals to SUNY. The Institute will work with the education corporation to amend the bylaws prior to the beginning of the next charter term.
Policies and Procedures	A few policies and procedures need minor revision. The discipline policy that is accessible to parents does not contain the suspension process or the associated due process protections. The complaint policy for formal complaints lists impermissible steps prior to filing a complaint, which would be permissible for informal complaints. The Family Educational Rights and Privacy Act policy omits the U.S. Department of Education complaint address. In some cases, the board does not record in its meeting minutes the votes to go into and out of executive session or the reason therefore as required by the New York Open Meetings Law. Lastly, the conflicts of interest policy and code of ethics are in need of minor revision to be compliant with the NPCL and New York General Municipal Law. The Institute will meet with the education corporation to address these compliance points and amend the policies and procedures at issue.

COMPLIANCE REPORTING

FAMILY LIFE ACADEMY CHARTER SCHOOL

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

The charter is well within the allowable limit of the number of uncertified teachers. However, at the time of the renewal review, two instructors did not meet the requirements of the Act for exemption.

When FLACS Schools hires uncertified teachers, it confirms the plan the teacher has in place for becoming certified. It does this when interviewing the teacher and by verifying information with NYSED's Office of Teaching Initiatives (TEACH). FLACS Schools partners with the NYC Charter School Center through its teacher certification review program to have more teachers become certified.

FAMILY LIFE ACADEMY CHARTER SCHOOL II

Teacher Certification

FLACS II, which houses the middle school program in addition to an elementary program, was also within the allowable limit of uncertified instructors. Six teachers, however, did not meet all of the requirement for exemption. FLACS II partners with the NYU Steinhardt Teacher Residency Program. In August 2021, FLACS had its first six teacher residents who commit to three years of service while obtaining their certification and are mentored by FLACS II teachers.

FAMILY LIFE ACADEMY CHARTER SCHOOL III

Teacher Certification

FLACS III was also well within the limit of uncertified teachers. Of the five uncertified teachers, three did not meet all of the requirements for exemption under the Act. The Institute will follow up with the education corporation regarding the situation at each charter to determine if its compliance plans need amendment. In some cases, existing staff only need to teach another school year to be compliant.

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COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	ACADEMICS	LEADERSHIP	CULTURE
32%	86%	85%	85%	86%

Parent Survey Data

The Institute compiled data from FLACS Schools' 2020-21 family satisfaction survey. During the remote learning period, FLACS Schools conducted a survey to understand families' satisfaction with the academic program, leadership, and culture. In addition, FLACS Schools utilized the family survey to gauge remote learning needs and satisfaction. In 2020-21, 32% of families who received the survey responded. The Institute recognizes that family survey participation across most charters was lower due to the ongoing COVID-19 pandemic. Of the families who responded, 86% expressed satisfaction with FLACS Schools' education program.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The seven families from across FLACS Schools expressed high levels of satisfaction with the academic program, COVID-19 response, and general communication from each of the charters. Families also shared with the Institute that each charter helped to make them feel safe with sending students for in-person learning because of the high levels of communication regarding COVID-19 safety protocols.

Public Comments

In accordance with the Act, the Institute notified the district in which all of the charters are located regarding the Applications for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The New York City Department of Education held its required hearing on the FLACS Schools' renewal applications for the three charters on November 15, 2021 by videoconference. Eighteen people spoke in support of the applications. The FLACS Schools' executive director provided an overview of programs and history including the charters' deep roots in the community and relationship with LPAC. Principals from each charter provided an overview of academic achievement that outperforms comparative

and growth benchmarks regardless of student background. Principals spoke of data being the way of life at FLACS Schools. In addition to academics, the charters focus on social emotional learning, counseling, and celebration of students at bimonthly assemblies according to the principals. Teachers spoke of how they encourage and teach children about the power they have now, a focus on human values, and personal growth through responsibility and perseverance. Teachers said the charters embrace not only students but their partnership with parents through parent ambassadors, parent council, and programming for families throughout the year including workshops in health, life skills, and financial literacy. Students spoke of how FLACS Schools has prepared them and how teachers make lessons exciting. Students said no matter the expectation, FLACS Schools is always there with support. Parents spoke of the warm, supportive, and communicative environment. No one spoke in opposition.

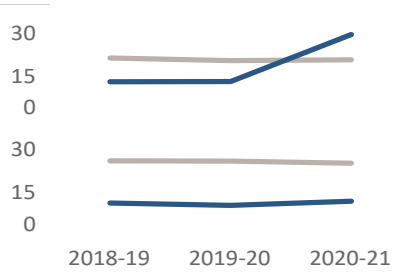
Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 88% of FLACS Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

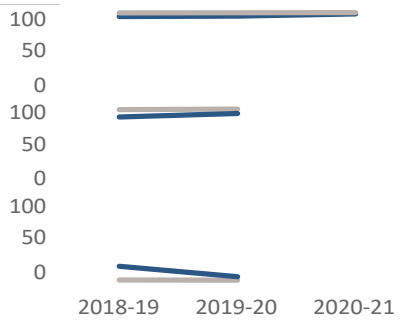
Family Life Academy Charter Schools Aggregate Education Corporation Enrollment and Persistence

Aggregate Education Corporation Demographics: Special Populations



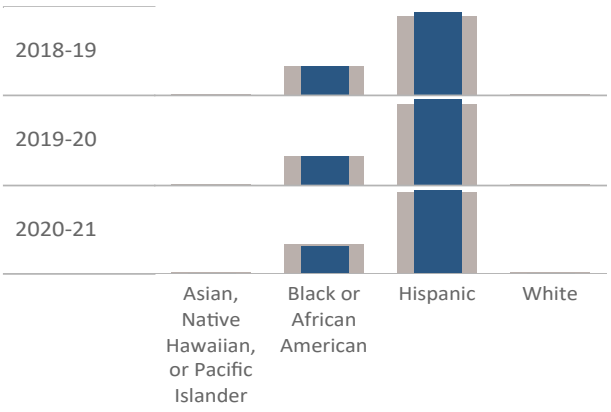
	2018-19	2019-20	2020-21
English Language Learner – Districts	21.7	20.8	21.0
English Language Learner – Ed Corp	13.3	13.4	30.0
Students with Disabilities – Districts	26.4	26.3	25.5
Students with Disabilities – Ed Corp	11.5	10.6	12.1

Aggregate Education Corporation Demographics: Free/Reduced Lunch



	2018-19	2019-20	2020-21
Economically Disadvantaged – Districts	94.9	95.1	95.3
Economically Disadvantaged – Ed Corp	90.6	91.2	93.7
Eligible for Free Lunch – Districts	91.2	91.9	
Eligible for Free Lunch – Ed Corp	82.6	86.7	
Eligible for Reduced-Price Lunch – Districts	1.5	1.3	
Eligible for Reduced-Price Lunch – Ed Corp	17.5	5.3	

Aggregate Education Corporation Demographics: Race/Ethnicity



	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2018-19 – Districts	1.0	26.3	70.1	1.6
2018-19 – Ed Corp	0.5	25.3	73.3	0.2
2019-20 – Districts	1.0	25.8	70.7	1.5
2019-20 – Ed Corp	0.6	24.8	74.0	0.1
2020-21 – Districts	0.9	25.4	71.1	1.6
2020-21 – Ed Corp	0.6	24.5	73.8	0.3

Aggregate Education Corporation Persistence in Enrollment

2018-19	90.6
2019-20	91.9
2020-21	88.0

** Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.*

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

FLACS Schools makes good faith efforts to meet each of the charter's enrollment and retention targets. Each charter, with support from the shared services leadership, implement robust recruitment efforts to meet the enrollment targets for each subgroup of students. Those efforts include:

- Advertising FLACS Schools through print material and other methods in the local neighborhood at community centers, pre-schools, and other local businesses;
- Leveraging support from LPAC and FLACS Schools' families to share information about each charter;
- Providing both in-person and virtual tours of each charter for prospective families;
- Attending community and pop-up events with informational booths to share information about FLACS Schools' academic, special education, and ELL programs;
- Visiting and holding information sessions at local pre-Kindergarten programs, Head Starts, and school fairs in the Bronx;
- Translating all information about the school into languages other than English that are prominent in the local neighborhoods;
- Working with Schola, a student recruitment relationship platform, to support in the education corporation's social media presence;
- Requesting referrals of prospective families from current FLACS Schools' families; and,
- Utilizing a preference for ELLs in its admissions lottery.

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IS THE EDUCATION CORPORATION FISCALLY SOUND?

FLACS Schools is fiscally sound as are its charters, FLACS, FLACS II, and FLACS III based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[3] The fiscal dashboards for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Family Life Academy Charter Schools education corporation because a school is not a legally distinct fiscal entity.

FLACS Schools has the adequate resources to ensure stable operations of all charters it has the authority to operate. The education corporation allows each charter to realize efficiencies associated with operations and the capacity to share programs and resources in the areas of academics, fiscal management and operational support, human resources, technology, and public relations. For purposes of internal accounting, each charter "pays" the shared services a percentage of expenses based on full time equivalent student enrollment at each charter.

DOES THE EDUCATION CORPORATION OPERATE THE CHARTERS PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives for each charter and budget preparation procedures.	+
Education corporation board members, charter management, and staff members contribute to the charter budget process, as appropriate.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts them to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual charter expenses are equal to, or less than, actual charter revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which the charters implement. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual, which covers each charters on a regular basis.	JULY 2020

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for a charter, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charters.	+

FLACS Schools has reported operating surpluses in each year of each charter's current term. Any operating deficits by one charter have been offset by the accumulated surpluses of the merged education corporation. The education corporation benefits from a combined balance sheet which is a combination of individual charter's assets and liabilities. In order to track the operations of any individual charter within a merged education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. As of June 30, 2021, the education corporation fiscal dashboard reflects the merged entity as fiscally strong with $14.3 million in net assets and 5.3 months of cash on had to pay liabilities due shortly. Since the beginning of calendar year 2021, FLACS Schools is the guarantor of bond payments for facilities to be leased by the education corporation once constructed as described in the Plans for the Future section, below. FLACS Schools has funded and maintained the required $175,000 in a separate escrow account in case of closure of any of the charters.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET					Opened 2001-02
Assets	MERGED	MERGED	MERGED	MERGED	MERGED
Current Assets	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - **GRAPH 1**	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	6,524,103	4,403,630	4,144,670	6,569,829	6,649,850
Students with Disabilities	486,391	162,344	37,404	124,161	171,632
Grants and Contracts					
State and local	246,440	205,998	148,691	97,069	55,538
Federal - Title and IDEA	441,187	404,914	680,367	439,558	353,537
Federal - Other	6,499	26,265	28,380	28,080	256,196
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	288,181	182,862	171,941	159,658	174,096
Total Operating Revenue	7,992,801	5,386,013	5,211,453	7,418,355	7,660,849
Expenses					
Regular Education	6,094,935	4,390,438	4,690,846	5,717,089	5,449,005
SPED	663,768	425,732	250,972	543,476	693,312
Other	-	-	-	-	-
Total Program Services	6,758,703	4,816,170	4,941,818	6,260,565	6,142,317
Management and General	983,582	600,589	651,641	855,143	901,978
Fundraising	85,833	46,116	39,266	47,100	45,668
Total Expenses - GRAPHS 2, 3 & 4	7,828,118	5,462,875	5,632,725	7,162,808	7,089,963
Surplus / (Deficit) From School Operations	164,683	(76,862)	(421,272)	255,547	570,886
Support and Other Revenue					
Contributions	103,913	46,445	108,582	395,864	145,756
Fundraising	1,294	82	30	13	46
Miscellaneous Income	12,782	19,233	46,686	50,519	39,632
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	117,989	65,760	155,298	446,396	185,434
Total Unrestricted Revenue	8,110,790	5,451,773	5,356,688	7,758,802	7,827,441
Total Temporally Restricted Revenue	-	-	10,063	105,949	18,842
Total Revenue - GRAPHS 2 & 3	8,110,790	5,451,773	5,366,751	7,864,751	7,846,283
Change in Net Assets	282,672	(11,102)	(265,974)	701,943	756,320
Net Assets - Beginning of Year - GRAPH 2	1,834,481	2,117,153	2,106,051	1,840,099	2,542,042
Prior Year Adjustment(s)	-	-	22	-	-
Net Assets - End of Year - GRAPH 2	2,117,153	2,106,051	1,840,099	2,542,042	3,298,362

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	1,514,583	1,052,666	1,213,969	1,507,452	1,505,758
Instructional Personnel	2,547,506	1,611,599	1,488,527	1,945,410	2,169,301
Non-Instructional Personnel	417,129	396,354	394,535	597,268	353,243
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	4,479,218	3,060,619	3,097,031	4,050,130	4,028,302
Fringe Benefits & Payroll Taxes	771,601	581,314	542,322	714,068	754,792
Retirement	79,832	42,933	47,147	68,750	76,864
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	950,162	666,201	609,897	1,001,060	993,577
Staff Development	133,901	51,275	224,504	193,288	47,628
Professional Fees, Consultant & Purchased Services	168,568	110,342	73,215	82,792	91,101
Marketing / Recruitment	10,961	9,540	16,511	36,183	38,357
Student Supplies, Materials & Services	300,719	215,878	252,398	142,051	228,141
Depreciation	204,740	215,963	181,943	170,728	204,855
Other	728,417	508,810	587,756	703,758	626,348
Total Expenses	7,828,118	5,462,875	5,632,724	7,162,808	7,089,963

CHARTER ANALYSIS

ENROLLMENT	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	467	468	416	416	416
Final Chartered Enrollment (includes any revisions)	467	312	286	416	416
Actual Enrollment - **GRAPH 4**	465	304	270	407	412
Chartered Grades	K-8	K-8	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	K-5	-	-	-
Primary School District: NYC CHANCELLOR'S OFFICE					
Per Pupil Funding (Weighted Avg of All Districts)	-	14,027	14,529	15,307	16,150
Increase over prior year	0.0%	100.0%	3.5%	5.1%	5.2%
PER STUDENT BREAKDOWN					
Revenue					
Operating	17,186	17,711	19,268	18,243	18,573
Other Revenue and Support	254	216	574	1,098	450
TOTAL - GRAPH 3	17,440	17,928	19,842	19,340	19,023
Expenses					
Program Services	14,533	15,837	18,271	15,395	14,892
Management and General, Fundraising	2,299	2,127	2,554	2,219	2,297
TOTAL - GRAPH 3	16,832	17,964	20,825	17,614	17,189
% of Program Services	86.3%	88.2%	87.7%	87.4%	86.6%
% of Management and Other	13.7%	11.8%	12.3%	12.6%	13.4%
% of Revenue Exceeding Expenses - GRAPH 5	3.6%	-0.2%	-4.7%	9.8%	10.7%
% of Revenue Expended on Facilities	11.9%	12.4%	11.7%	13.5%	13.0%
Student to Faculty Ratio	10.8	9.5	9.0	10.4	10.1
Faculty to Admin Ratio	2.3	1.9	1.7	1.9	2.6
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FAMILY LIFE ACADEMY CHARTER SCHOOL II

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET					Opened 2012-13
Assets	MERGED	MERGED	MERGED	MERGED	MERGED
Current Assets	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - **GRAPH 1**	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	4,148,980	7,095,088	8,864,381	11,850,082	12,729,725
Students with Disabilities	188,838	595,616	530,760	404,950	611,971
Grants and Contracts					
State and local	147,499	209,131	309,761	195,820	70,693
Federal - Title and IDEA	181,660	363,307	543,183	388,026	685,427
Federal - Other	18,851	181,485	398,396	294,418	601,007
Other	-	-	-	-	-
NYC DoE Rental Assistance	387,776	862,696	1,097,527	2,654,576	2,961,412
Food Service/Child Nutrition Program	222,688	323,962	395,019	260,564	266,526
Total Operating Revenue	5,296,292	9,631,285	12,139,027	16,048,436	17,926,761
Expenses					
Regular Education	4,006,427	6,478,499	8,526,962	11,909,932	12,365,316
SPED	472,677	967,982	1,185,545	1,467,167	1,856,220
Other	-	-	-	-	-
Total Program Services	4,479,104	7,446,481	9,712,507	13,377,099	14,221,536
Management and General	638,551	1,146,596	1,447,810	1,793,694	2,005,774
Fundraising	53,445	74,361	84,058	88,949	98,508
Total Expenses - GRAPHS 2, 3 & 4	5,171,100	8,667,438	11,244,375	15,259,741	16,325,818
Surplus / (Deficit) From School Operations	125,192	963,847	894,652	788,695	1,600,942
Support and Other Revenue					
Contributions	3,372	83,983	199,773	831,469	214,629
Fundraising	2,021	2,182	3,792	25	99
Miscellaneous Income	16,866	21,013	41,949	90,887	1,761,597
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	22,259	107,178	245,514	922,380	1,976,325
Total Unrestricted Revenue	5,318,551	9,738,463	12,369,442	16,710,229	19,919,281
Total Temporally Restricted Revenue	-	-	15,099	260,588	(16,196)
Total Revenue - GRAPHS 2 & 3	5,318,551	9,738,463	12,384,541	16,970,816	19,903,085
Change in Net Assets	147,451	1,071,025	1,140,166	1,711,075	3,577,267
Net Assets - Beginning of Year - GRAPH 2	141,005	288,456	1,359,481	2,499,608	4,210,683
Prior Year Adjustment(s)	-	-	(39)	-	-
Net Assets - End of Year - GRAPH 2	288,456	1,359,481	2,499,608	4,210,683	7,787,950

FAMILY LIFE ACADEMY CHARTER SCHOOL II

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	943,269	1,787,158	2,494,854	2,634,971	3,293,692
Instructional Personnel	1,509,507	2,511,183	2,754,328	3,755,593	4,443,745
Non-Instructional Personnel	252,165	495,671	599,529	822,711	413,512
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,704,941	4,794,011	5,848,711	7,213,275	8,150,950
Fringe Benefits & Payroll Taxes	405,103	814,062	1,052,273	1,195,806	1,420,816
Retirement	53,369	76,498	104,223	120,544	156,974
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	857,072	1,209,782	2,051,537	4,371,953	3,946,377
Staff Development	86,038	91,792	83,405	58,942	40,547
Professional Fees, Consultant & Purchased Services	75,785	169,104	169,239	172,956	185,097
Marketing / Recruitment	6,939	17,302	35,399	70,704	91,409
Student Supplies, Materials & Services	204,714	311,900	403,695	374,053	445,954
Depreciation	180,912	225,476	341,845	489,240	671,743
Other	596,227	957,511	1,154,048	1,192,267	1,215,952
Total Expenses	5,171,100	8,667,439	11,244,374	15,259,741	16,325,818

CHARTER ANALYSIS

ENROLLMENT	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	300	390	364	364	364
Final Chartered Enrollment (includes any revisions)	300	520	624	780	858
Actual Enrollment - **GRAPH 4**	296	489	579	736	790
Chartered Grades	K-5	K-6	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	K-8	K-8	K-8	K-8
Primary School District: NYC CHANCELLOR'S OFFICE					
Per Pupil Funding (Weighted Avg of All Districts)	-	14,027	14,528	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%
PER STUDENT BREAKDOWN					
Revenue					
Operating	17,908	19,716	20,966	21,810	22,706
Other Revenue and Support	75	219	424	1,254	2,503
TOTAL - GRAPH 3	17,983	19,935	21,390	23,064	25,210
Expenses					
Program Services	15,145	15,244	16,775	18,180	18,013
Management and General, Fundraising	2,340	2,499	2,646	2,559	2,665
TOTAL - GRAPH 3	17,485	17,743	19,420	20,738	20,679
% of Program Services	86.6%	85.9%	86.4%	87.7%	87.1%
% of Management and Other	13.4%	14.1%	13.6%	12.3%	12.9%
% of Revenue Exceeding Expenses - GRAPH 5	2.9%	12.4%	10.1%	11.2%	21.9%
% of Revenue Expended on Facilities	16.2%	12.6%	16.9%	27.2%	22.0%
Student to Faculty Ratio	9.9	11.4	11.4	10.8	10.5
Faculty to Admin Ratio	2.2	1.9	1.7	2.0	2.1
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FAMILY LIFE ACADEMY CHARTER SCHOOL III

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET					Opened 2014-15
Assets	MERGED	MERGED	MERGED	MERGED	MERGED
Current Assets	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - **GRAPH 1**	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	2,812,413	3,601,393	3,950,354	4,051,923	3,920,049
Students with Disabilities	140,265	161,825	36,105	111,692	69,800
Grants and Contracts					
State and local	99,779	108,611	136,710	96,526	20,140
Federal - Title and IDEA	129,297	155,110	251,490	132,391	268,622
Federal - Other	135,204	32,853	35,510	31,377	185,602
Other	-	-	-	-	-
NYC DoE Rental Assistance	356,239	981,100	862,229	1,307,065	844,687
Food Service/Child Nutrition Program	100,414	217,777	236,987	137,806	112,879
Total Operating Revenue	3,773,611	5,258,669	5,509,385	5,868,780	5,421,779
Expenses					
Regular Education	3,168,318	4,046,911	4,031,365	4,211,189	4,134,405
SPED	428,941	490,407	254,336	385,065	413,082
Other	-	-	-	-	-
Total Program Services	3,597,259	4,537,318	4,285,701	4,596,254	4,547,487
Management and General	530,946	685,876	633,881	650,491	611,270
Fundraising	36,141	37,747	35,709	29,357	28,234
Total Expenses - GRAPHS 2, 3 & 4	4,164,346	5,260,941	4,955,291	5,276,102	5,186,992
Surplus / (Deficit) From School Operations	(390,735)	(2,272)	554,094	592,678	234,787
Support and Other Revenue					
Contributions	19,418	17,052	50,457	239,572	50,834
Fundraising	-	1,001	1,824	1,464	35
Miscellaneous Income	4,633	15,532	11,670	21,693	1,496,592
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	24,051	33,585	63,951	262,729	1,547,461
Total Unrestricted Revenue	3,797,662	5,292,254	5,573,336	6,064,952	6,966,080
Total Temporally Restricted Revenue	-	-	-	66,557	3,160
Total Revenue - GRAPHS 2 & 3	3,797,662	5,292,254	5,573,336	6,131,509	6,969,240
Change in Net Assets	(366,684)	31,313	618,045	855,407	1,782,248
Net Assets - Beginning of Year - GRAPH 2	339,638	(27,046)	4,267	622,327	1,477,734
Prior Year Adjustment(s)	-	-	15	-	-
Net Assets - End of Year - GRAPH 2	(27,046)	4,267	622,327	1,477,734	3,259,983

FAMILY LIFE ACADEMY CHARTER SCHOOL III

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Family Life Academy Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	710,053	981,329	1,032,030	1,055,421	1,142,034
Instructional Personnel	986,619	1,312,277	1,213,534	1,400,057	1,473,942
Non-Instructional Personnel	146,243	178,761	154,280	219,826	172,878
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,842,915	2,472,366	2,399,844	2,675,303	2,788,855
Fringe Benefits & Payroll Taxes	296,703	414,997	413,246	468,413	458,570
Retirement	35,991	39,525	60,700	57,469	59,313
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,247,285	1,384,586	1,166,763	1,335,474	1,139,067
Staff Development	53,386	30,230	46,227	36,017	14,141
Professional Fees, Consultant & Purchased Services	99,031	116,099	85,825	59,444	56,898
Marketing / Recruitment	4,692	7,768	15,015	22,553	23,714
Student Supplies, Materials & Services	102,777	151,753	173,154	108,069	119,221
Depreciation	115,912	127,507	102,779	99,879	124,717
Other	365,654	516,111	491,739	413,480	402,496
Total Expenses	4,164,346	5,260,941	4,955,291	5,276,102	5,186,992

CHARTER ANALYSIS

ENROLLMENT	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	200	250	300	260	260
Final Chartered Enrollment (includes any revisions)	200	260	260	260	260
Actual Enrollment - **GRAPH 4**	201	248	258	252	243
Chartered Grades	K-3	K-4	K-5	K-4	K-4
Final Chartered Grades (includes any revisions)	-	-	K-4	-	-
Primary School District: NYC CHANCELLOR'S OFFICE					
Per Pupil Funding (Weighted Avg of All Districts)	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%
PER STUDENT BREAKDOWN					
Revenue					
Operating	18,821	21,187	21,348	23,319	22,300
Other Revenue and Support	120	135	248	1,044	6,365
TOTAL - GRAPH 3	18,941	21,323	21,596	24,363	28,664
Expenses					
Program Services	17,941	18,281	16,606	18,263	18,704
Management and General, Fundraising	2,828	2,915	2,595	2,701	2,630
TOTAL - GRAPH 3	20,770	21,196	19,201	20,964	21,334
% of Program Services	86.4%	86.2%	86.5%	87.1%	87.7%
% of Management and Other	13.6%	13.8%	13.5%	12.9%	12.3%
% of Revenue Exceeding Expenses - GRAPH 5	-8.8%	0.6%	12.5%	16.2%	34.4%
% of Revenue Expended on Facilities	33.1%	26.3%	21.2%	22.8%	21.0%
Student to Faculty Ratio	10.0	9.5	10.3	9.0	8.7
Faculty to Admin Ratio	1.9	1.6	1.6	1.9	2.1
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FAMILY LIFE ACADEMY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

	MERGED	MERGED	MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
BALANCE SHEET					
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	1,687,775	3,998,174	7,362,530	9,460,803	12,555,701
Grants and Contracts Receivable	969,168	822,371	967,094	1,694,306	2,393,507
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	258,840	301,692	314,995	433,194	336,792
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	2,915,783	5,122,237	8,644,619	11,588,303	15,286,000
Property, Building and Equipment, net	2,173,232	2,688,798	3,040,478	3,301,987	3,927,028
Other Assets	844,802	388,542	557,542	2,861,832	2,883,082
Total Assets - GRAPH 1	5,933,817	8,199,577	12,242,639	17,752,122	22,096,110
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	310,776	202,589	634,522	335,185	441,653
Accrued Payroll and Benefits	1,066,540	1,305,639	1,311,215	1,705,859	1,909,228
Deferred Revenue	402,270	532,616	1,672,950	211,037	151,437
Current Maturities of Long-Term Debt	-	-	-	987,457	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	132,297	160,418	64,616	84,222
Total Current Liabilities - GRAPH 1	1,779,586	2,173,141	3,779,105	3,304,154	2,586,540
Deferred Rent/Lease Liability	-	2,424,339	3,040,271	4,190,447	2,093,074
All other L-T debt and notes payable, net current maturities	1,775,668	132,297	461,228	2,027,061	3,070,201
Total Liabilities - GRAPH 1	3,555,254	4,729,777	7,280,604	9,521,662	7,749,815
Net Assets					
Without Donor Restrictions	2,340,235	3,417,939	4,710,013	7,720,344	13,830,373
With Donor Restrictions	38,328	51,861	252,022	510,116	515,922
Total Net Assets	2,378,563	3,469,800	4,962,035	8,230,460	14,346,295
Total Liabilities and Net Assets	5,933,817	8,199,577	12,242,639	17,752,122	22,096,110
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	13,485,496	15,100,111	16,959,405	22,471,834	23,299,624
Students with Disabilities	815,494	919,785	604,269	640,803	853,403
Grants and Contracts					
State and local	493,718	523,740	595,162	389,415	146,371
Federal - Title and IDEA	752,144	923,331	1,475,040	959,975	1,307,586
Federal - Other	160,554	240,603	462,286	353,875	1,042,804
Other	-	-	-	-	-
NYC DoE Rental Assistance	744,015	1,843,796	1,959,756	3,961,641	3,806,099
Food Service/Child Nutrition Program	611,283	724,601	803,947	558,028	553,501
Total Operating Revenue	17,062,704	20,275,967	22,859,865	29,335,571	31,009,388
Expenses					
Regular Education	13,269,680	14,915,848	17,249,173	21,838,209	21,948,726
SPED	1,565,386	1,884,121	1,690,853	2,395,708	2,962,614
Other	-	-	-	-	-
Total Program Services	14,835,066	16,799,969	18,940,026	24,233,917	24,911,340
Management and General	2,153,079	2,433,061	2,733,332	3,299,328	3,519,023
Fundraising	175,419	158,224	159,033	165,406	172,410
Total Expenses - GRAPHS 2, 3 & 4	17,163,564	19,391,254	21,832,391	27,698,651	28,602,773
Surplus / (Deficit) From School Operations	(100,860)	884,713	1,027,474	1,636,920	2,406,615
Support and Other Revenue					
Contributions	126,703	147,480	358,812	1,466,905	411,219
Fundraising	3,315	3,265	5,646	1,502	180
Miscellaneous Income	34,281	55,778	100,305	163,098	3,297,821
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	164,299	206,523	464,763	1,631,505	3,709,220
Total Unrestricted Revenue	17,227,003	20,482,490	23,299,466	30,533,982	34,712,802
Total Temporally Restricted Revenue	-	-	25,162	433,094	5,806
Total Revenue - GRAPHS 2 & 3	17,227,003	20,482,490	23,324,628	30,967,076	34,718,608
Change in Net Assets	63,439	1,091,236	1,492,237	3,268,425	6,115,835
Net Assets - Beginning of Year - GRAPH 2	2,315,124	2,378,563	3,469,799	4,962,034	8,230,459
Prior Year Adjustment(s)	-	-	(2)	-	-
Net Assets - End of Year - GRAPH 2	2,378,563	3,469,799	4,962,034	8,230,459	14,346,294

FAMILY LIFE ACADEMY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	3,167,906	3,821,153	4,740,853	5,197,844	5,941,485
Instructional Personnel	5,043,632	5,435,058	5,456,389	7,101,060	8,086,989
Non-Instructional Personnel	815,537	1,070,786	1,148,344	1,639,805	939,633
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	9,027,075	10,326,997	11,345,586	13,938,708	14,968,107
Fringe Benefits & Payroll Taxes	1,473,407	1,810,372	2,007,841	2,378,287	2,634,178
Retirement	169,192	158,956	212,070	246,764	293,151
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	3,054,519	3,260,569	3,828,197	6,708,487	6,079,021
Staff Development	273,325	173,298	354,136	288,247	102,316
Professional Fees, Consultant & Purchased Services	343,384	395,545	328,279	315,192	333,095
Marketing / Recruitment	22,591	34,609	66,925	129,441	153,480
Student Supplies, Materials & Services	608,209	679,531	829,247	624,174	793,316
Depreciation	501,564	568,946	626,566	759,847	1,001,315
Other	1,690,298	1,982,432	2,233,543	2,309,504	2,244,797
Total Expenses	17,163,563	19,391,255	21,832,390	27,698,651	28,602,773

CHARTER ANALYSIS

ENROLLMENT	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	967	1,108	1,080	1,040	1,196
Final Chartered Enrollment (includes any revisions)	967	1,092	1,170	1,456	1,534
Actual Enrollment - **GRAPH 4**	961	1,041	1,108	1,394	1,445
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%
PER STUDENT BREAKDOWN					
Revenue					
Operating	17,749	19,481	20,640	21,042	21,458
Other Revenue and Support	171	198	420	1,170	2,567
TOTAL - GRAPH 3	17,920	19,680	21,060	22,212	24,025
Expenses					
Program Services	15,432	16,141	17,101	17,383	17,238
Management and General, Fundraising	2,422	2,490	2,611	2,485	2,554
TOTAL - GRAPH 3	17,854	18,631	19,712	19,868	19,793
% of Program Services	86.4%	86.6%	86.8%	87.5%	87.1%
% of Management and Other	13.6%	13.4%	13.2%	12.5%	12.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.4%	5.6%	6.8%	11.8%	21.4%
% of Revenue Expended on Facilities	17.9%	16.1%	16.7%	22.9%	19.6%
Student to Faculty Ratio	10.3	10.3	10.4	10.3	10.0
Faculty to Admin Ratio	2.2	1.8	1.7	1.9	2.2
Financial Responsibility Composite Scores - GRAPH 6					
Score	1.7	2.3	2.5	2.9	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7					
Net Working Capital	1,136,197	2,949,096	4,865,514	8,284,149	12,699,460
As % of Unrestricted Revenue	6.6%	14.4%	20.9%	27.1%	36.6%
Working Capital (Current) Ratio Score	1.6	2.4	2.3	3.5	5.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Excellent	Excellent
Quick (Acid Test) Ratio					
Score	1.5	2.2	2.2	3.4	5.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7					
Score	0.6	0.6	0.6	0.5	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Good	Excellent
Months of Cash - GRAPH 8					
Score	1.2	2.5	4.0	4.1	5.3
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Excellent	Excellent	Excellent

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTERS, ARE ITS PLANS REASONABLE, FEASIBLE, AND ACHIEVABLE?

FLACS Schools' plans to operate FLACS, FLACS II, and FLACS III are reasonable, feasible, and achievable. Each charter is an academic success. With each current open and operating charter at full growth, the education corporation will focus on opening and growing FLACS High as the high school program for all its charters.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

Plans for the Charter's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. FLACS Schools plans to implement the current academic program that has led to high performance for students. In the future charter term, if renewed, the charters will continue to embed technology into their academic program. The education corporation will also begin serving high school students with the opening of FLACS High.

Plans for Board Oversight & Governance. The FLACS Schools' board members intend to remain on the board for the next charter term, if renewed. The board has a rigorous process to vet and add new members and will plan to continue to recruit community members to join the board.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, FLACS Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and charter budgets that are feasible and achievable.

During December 2020, HB Foundation, Inc., a New York not-for-profit corporation and the sole member of Highbridge Facilities LLC, issued bonds to purchase the properties of the FLACS II middle school, FLACS III, and the proposed FLACS High site. The Education Corporation is the guarantor of the bond payments. The aggregate principal balance of the bonds as of June 30, 2021 was $125,100,000. FLACS Schools fully expects the bond obligation will be repaid by Highbridge Facilities LLC in accordance with the terms whereby FLACS Schools pays the real estate leases, which cover the bond payments. In connection with the bond agreement, the education corporation must comply with certain covenants; and, as of June 30, 2021, it was in full compliance.

FUTURE PLANS

FAMILY LIFE ACADEMY CHARTER SCHOOL

Plans for the Educational Program. FLACS will continue to implement the same core elements that have led to success in its current charter term.

Facility Plans. FLACS is currently located in private space leased from LPAC. The facility was originally built more than 50 years ago and needs major renovation. Rather than undergo these renovations, the building's owner plans to demolish the current facility and build a new, larger, modern structure on the same lot beginning in the summer of 2022. While this construction occurs, FLACS will temporarily share space in the building being constructed for FLACS High. When finished the new facility will have the capacity to hold 27 classrooms and provide enough space for FLACS to share space with FLACS High while FLACS High is in its initial growth years.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	416	468
Grade Span	K-5	K-5
Teaching Staff	26	27
Days of Instruction	184	184

FAMILY LIFE ACADEMY CHARTER SCHOOL II

Plans for the Educational Program. FLACS II will continue to implement the same core elements that have led to success in its current charter term. With the proposed opening of FLACS High in fall 2022, 8th grade students will now have the option to attend the FLACS Schools' high school program.

Facility Plans. FLACS II currently operates its program in two privately leased spaces. The charter plans to remain in these two spaces during the next charter term as they provide the necessary amenities to operate the charter effectively.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	832	1,014
Grade Span	K-8	K-8
Teaching Staff	60	67
Days of Instruction	184	184

FUTURE PLANS

FAMILY LIFE ACADEMY CHARTER SCHOOL III

Plans for the Educational Program. FLACS III will continue to implement the same core elements that have led to success in its current charter term.

Facility Plans. FLACS III is currently located in private space that was newly renovated during the charter's initial term. The charter plans to remain in its current space during the next charter term as it provides the necessary amenities to operate the charter effectively.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	312	260
Grade Span	K-5	K-5
Teaching Staff	20	16
Days of Instruction	184	184

Family Life Academy
Charter Schools

Ax

APPENDICES

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FAMILY LIFE ACADEMY CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR

Miguel Peña

VICE CHAIR

Susana Rivera-Leon

TREASURER

Pedro Alvarez

SECRETARY

Hilda Sanchez

TRUSTEES

Kevin Kearns
Dr. Janet Marie Lerner
Rafael McDonald
Kelly Nuñez
Bryan Rivera
Rev. Raymond Rivera
Marina Salazar
Jorge Torres
Wanda Torres-Mercado
Paula Vega
Florence Wolpoff

NETWORK LEADERS

PRINCIPAL

Marilyn Calo, Executive Director (2011-12 to Present)

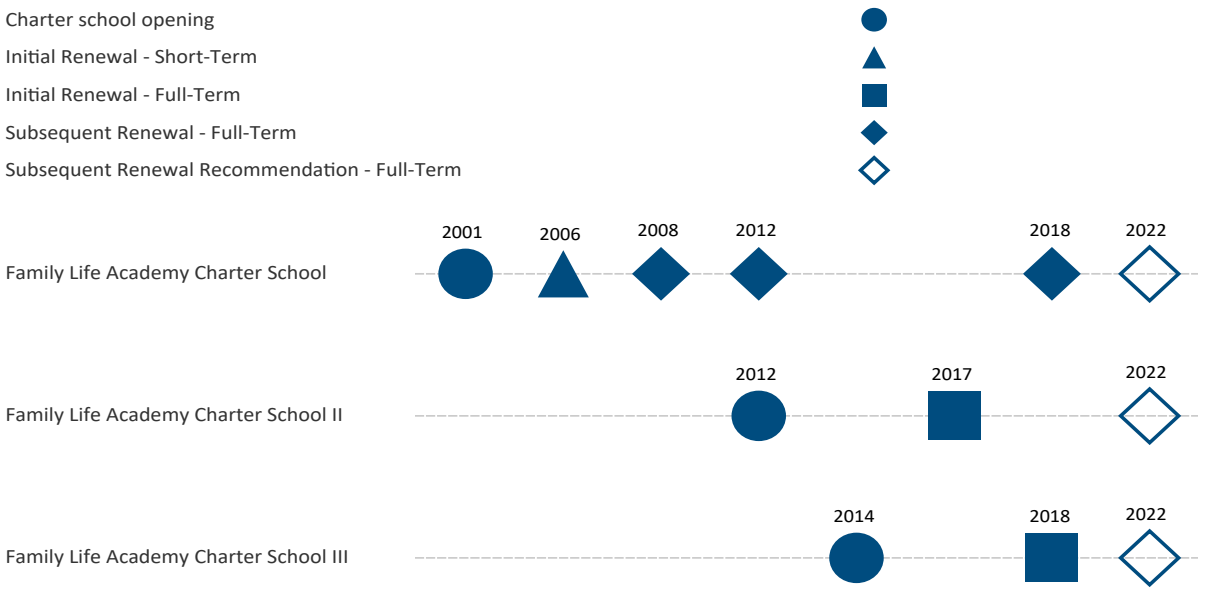
CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2001-02	FLACS - First Year	May 14, 2002
2002-03	FLACS - Evaluation	May 22, 2003
2003-04	FLACS - Evaluation	February 26-27, 2004
2005-06	FLACS - Initial Renewal	November 1-3, 2005
2007-08	FLACS - Subsequent Renewal	October 9-10, 2007
2009-10	FLACS - Evaluation	May 25-26, 2010
2011-12	FLACS - Subsequent Renewal	May 15-16, 2012
2012-13	FLACS II - First Year	April 9, 2013
2014-15	FLACS III - First Year	May 13, 2015
2016-17	FLACS II - Initial Renewal	October 20-21, 2016
2017-18	FLACS - Subsequent Renewal FLACS III - Subsequent Renewal	November 2-3, 2017 March 13-14, 2018

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 19-21, 2021	Andrew Kile	Managing Director of School Evaluation
	Sinnjinn Bucknell	Director of Performance and Systems
	Amy Proulx	External Consultant

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



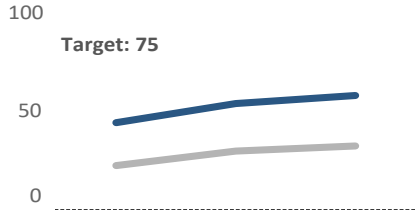
EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Family Life Academy Charter School	Bronx CSD 9	No	416	K-5
Family Life Academy Charter School II	Bronx CSD 7, 9	No	832	K-8
Family Life Academy Charter School III	Bronx CSD 7, 9	No	312	K-5

FAMILY LIFE ACADEMY CHARTER SCHOOL

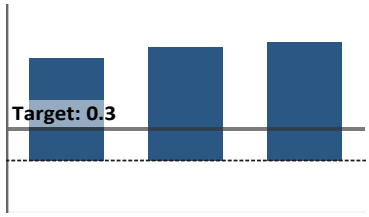
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



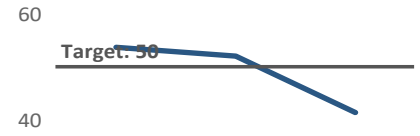
Test Year	Comp Grades	District %	Charter %
2017	3-8	22	44
2018	3-5	30	53
2019	3-5	32	57

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	0.99
2018	3-5	1.09
2019	3-5	1.14

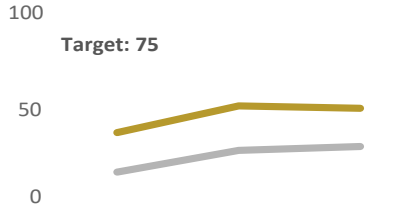
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	53.8
2018	52.2
2019	41.6

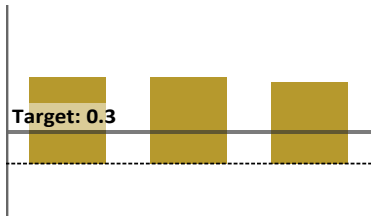
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



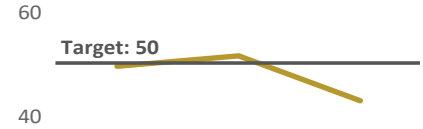
Test Year	Comp Grades	District %	Charter %
2017	3-8	19	39
2018	3-5	30	52
2019	3-5	32	51

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	0.82
2018	3-5	0.82
2019	3-5	0.76

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

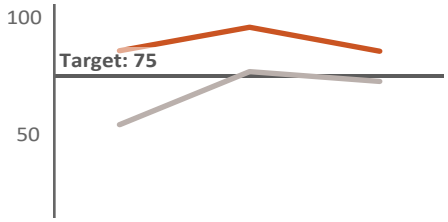


Test Year	Charter Mean Growth
2017	49.5
2018	51.5
2019	43.0

FAMILY LIFE ACADEMY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

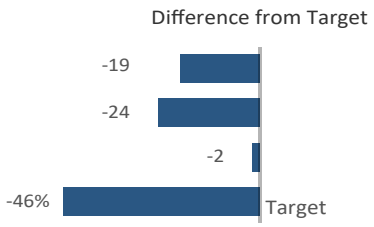
Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed the district.



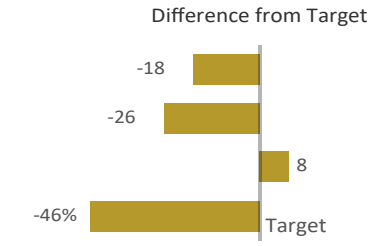
Test Year	District %	Charter %
2017	55	86
2018	77	96
2019	73	86

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	179	31
Equity 1	Gap closing	55	115	31
Equity 2	English Language Learners	31	40	29
Absolute	2+ students	75%	168	29%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	175	32
Equity 1	Gap closing	55	122	29
Equity 2	English Language Learners	29	38	37
Absolute	2+ students	75%	167	29%



SPECIAL POPULATIONS PERFORMANCE**

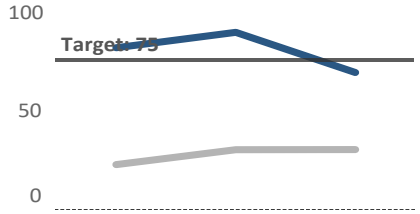
	2017	2018	2019
Students with Disabilities Enrollment	49	25	21
Tested on State Exam	38	11	9
Charter Percent Proficient on ELA Exam	5.3	18.2	33.3
District Percent Proficient	5.9	10.5	11.7
ELL Enrollment	96	76	58
Tested on NYSESLAT Exam	78	75	58
Charter Percent 'Commanding' or Making Progress	24.4	18.7	19.0

* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

FAMILY LIFE ACADEMY CHARTER SCHOOL II

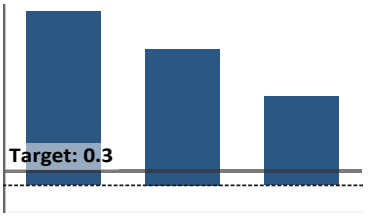
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



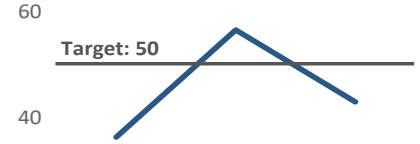
Test Year	Comp Grades	District %	Charter %
2017	3-5	23	81
2018	3-6	30	89
2019	3-8	30	69

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	3.35
2018	3-8	2.63
2019	3-8	1.72

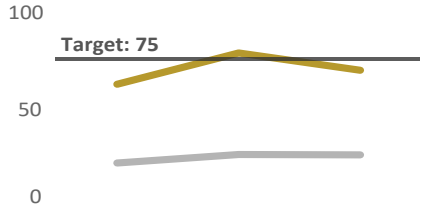
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	36.4
2018	56.5
2019	43.0

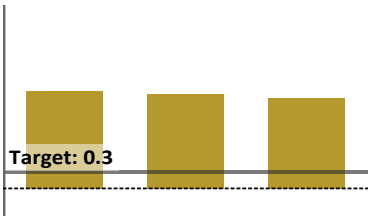
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



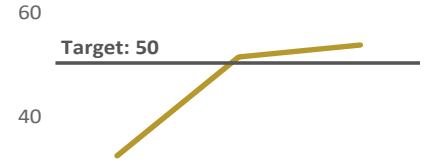
Test Year	Comp Grades	District %	Charter %
2017	3-5	24	63
2018	3-6	28	79
2019	3-8	28	70

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	1.87
2018	3-8	1.81
2019	3-8	1.75

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

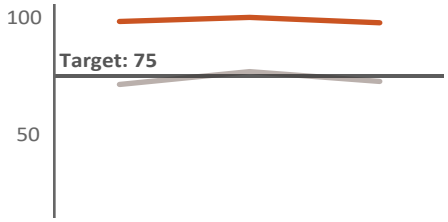


Test Year	Charter Mean Growth
2017	32.5
2018	51.3
2019	53.6

FAMILY LIFE ACADEMY CHARTER SCHOOL II

SCIENCE ACCOUNTABILITY PLAN GOAL

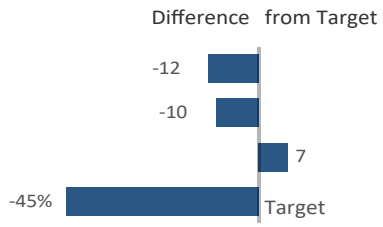
Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed the district.



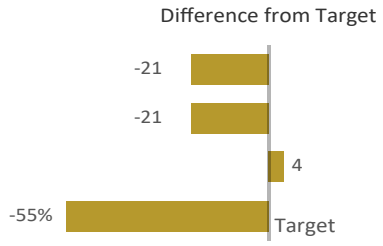
Test Year	District %	Charter %
2017	72	98
2018	77	100
2019	73	98

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	588	38
Equity 1	Gap closing	55	380	45
Equity 2	English Language Learners	37	65	44
Absolute	2+ students	75%	537	30%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	588	29
Equity 1	Gap closing	55	429	34
Equity 2	English Language Learners	29	66	33
Absolute	2+ students	75%	538	20%



SPECIAL POPULATIONS PERFORMANCE**

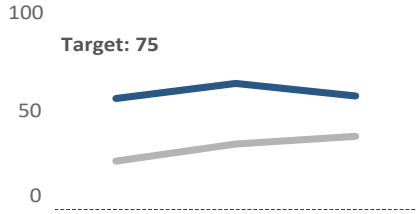
	2017	2018	2019
Students with Disabilities Enrollment	38	72	78
Tested on State Exam	17	53	61
Charter Percent Proficient on ELA Exam	70.6	43.4	24.6
District Percent Proficient	7.4	9.6	10.6
ELL Enrollment	39	63	55
Tested on NYSESLAT Exam	33	63	55
Charter Percent 'Commanding' or Making Progress	33.3	42.9	36.4

* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

FAMILY LIFE ACADEMY CHARTER SCHOOL III

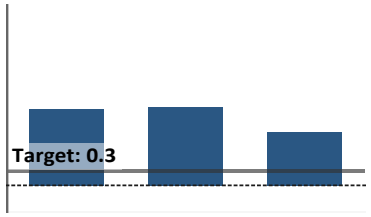
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



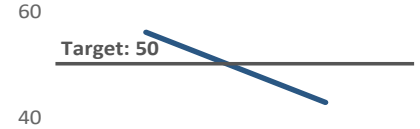
Test Year	Comp Grades	District %	Charter %
2017	3	24	56
2018	3-4	33	63
2019	3-4	37	57

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3	1.50
2018	3-4	1.52
2019	3-4	1.04

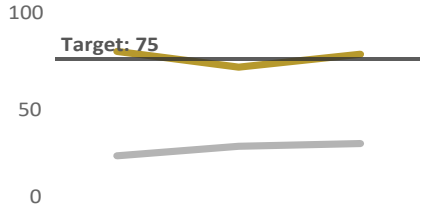
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	56.1
2019	42.9

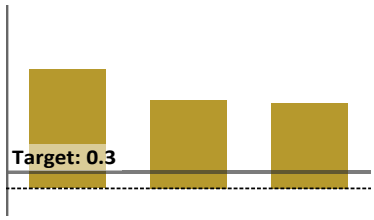
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



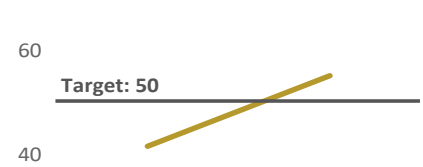
Test Year	Comp Grades	District %	Charter %
2017	3	28	79
2018	3-4	32	72
2019	3-4	34	78

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3	2.28
2018	3-4	1.69
2019	3-4	1.62

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

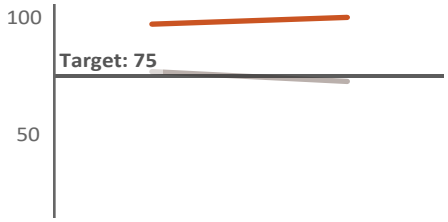


Test Year	Charter Mean Growth
2018	41.5
2019	55.0

FAMILY LIFE ACADEMY CHARTER SCHOOL III

Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed the district.

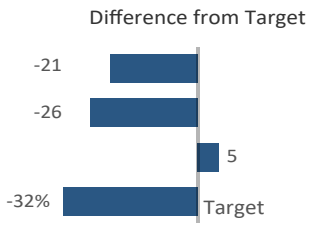
SCIENCE ACCOUNTABILITY PLAN GOAL



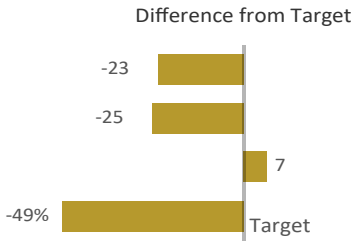
Test Year	District %	Charter %
2018	77	97
2019	73	100

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	101	30
Equity 1	Gap closing	55	48	30
Equity 2	English Language Learners	30	21	35
Absolute	2+ students	75%	88	43%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	102	27
Equity 1	Gap closing	55	63	30
Equity 2	English Language Learners	26	22	33
Absolute	2+ students	75%	88	26%

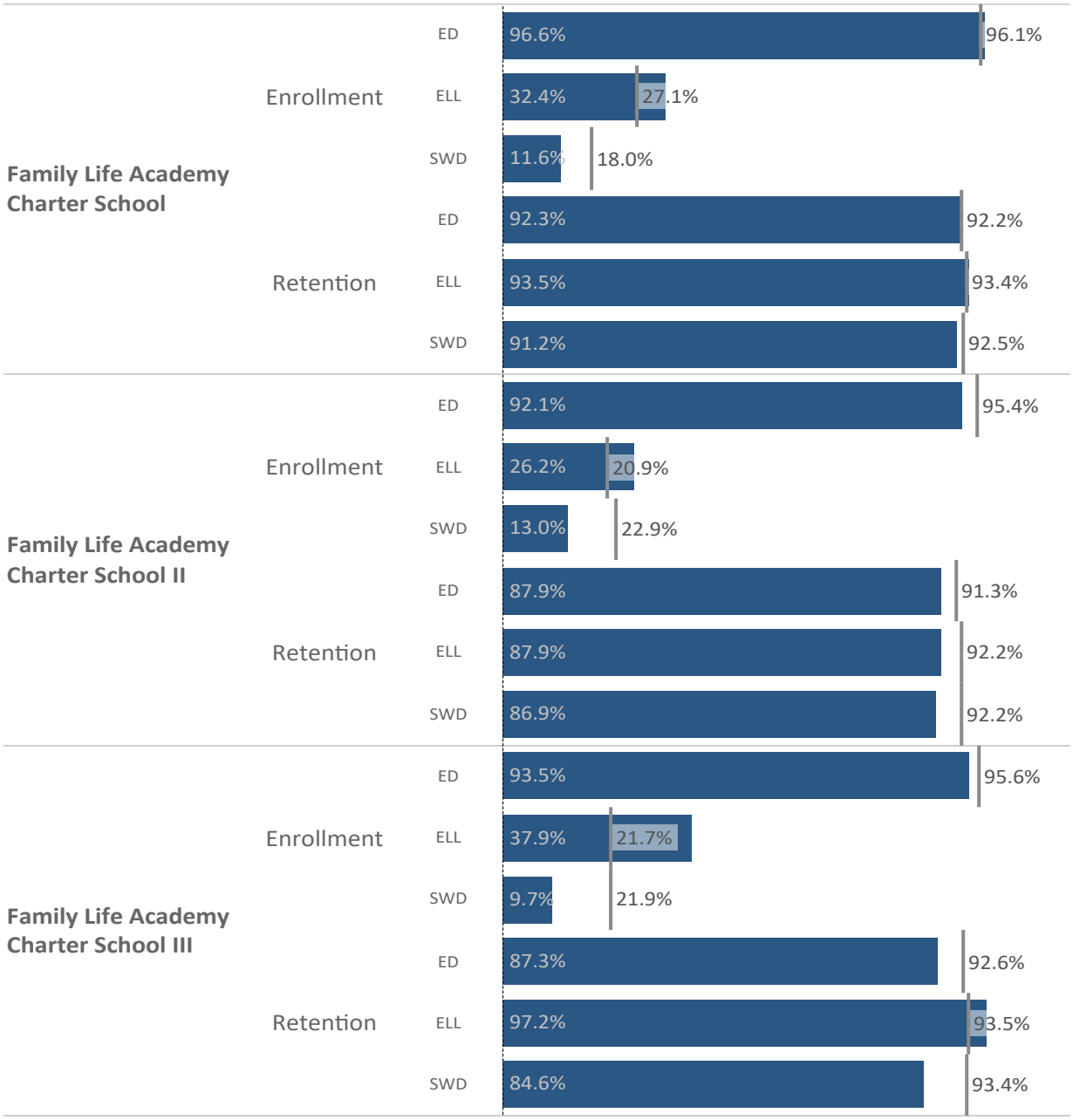


SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	31	30	27
Tested on State Exam	9	13	11
Charter Percent Proficient on ELA Exam	22.2	53.8	54.5
District Percent Proficient	9.1	13.9	15.3
ELL Enrollment	41	49	38
Tested on NYSESLAT Exam	37	48	38
Charter Percent 'Commanding' or Making Progress	27.0	45.8	28.9

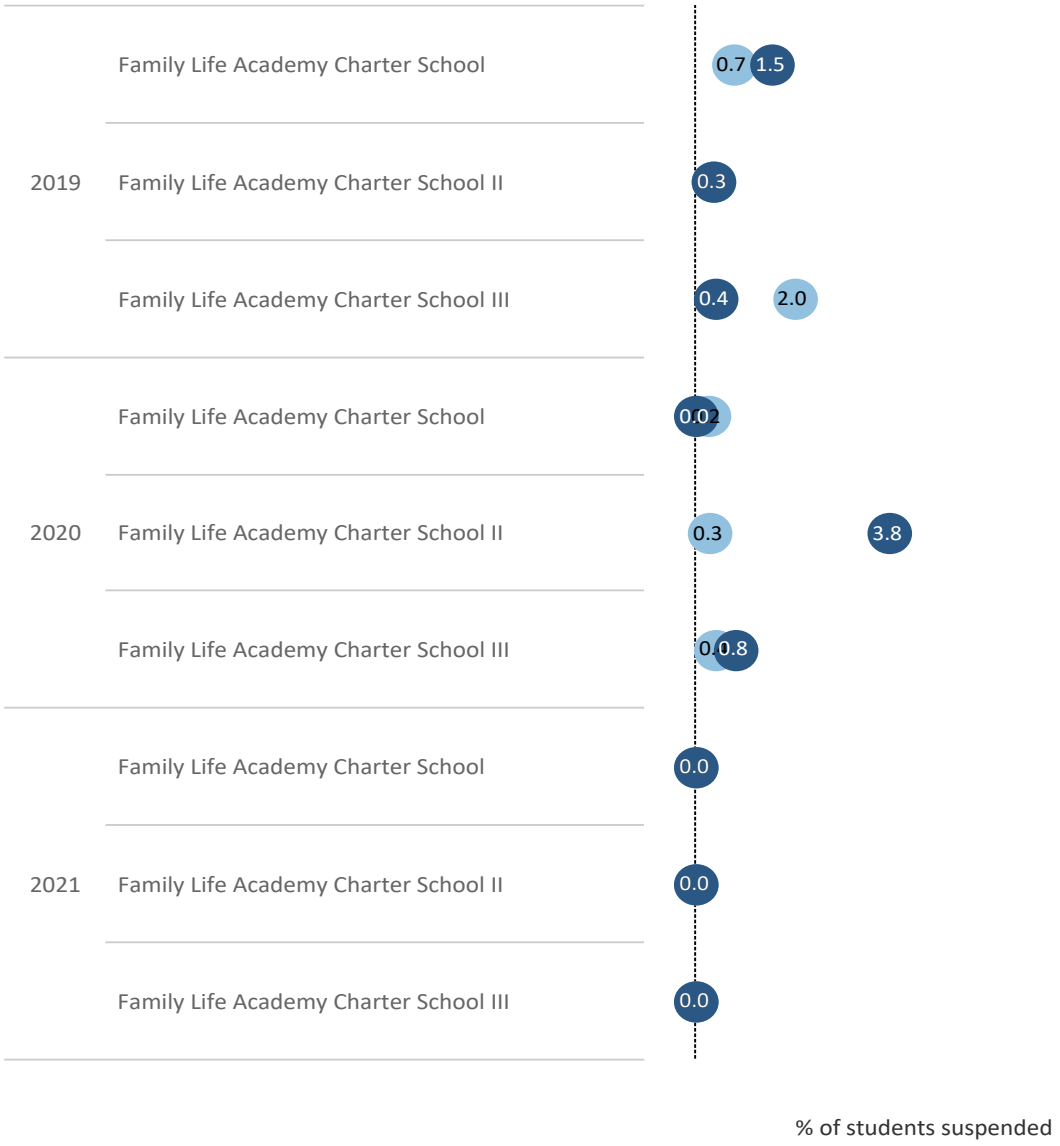
* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the educaton corporation.

Suspensions: Family Life Academy Charter Schools's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding the education corporation's Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools' cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").[1]

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

- A SCHOOL'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL REVIEW

Based on these elements, the Institute is confident in the education corporation's capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for three schools operating under a single education corporation. The evidence supporting the renewal recommendation for each charter is presented under a single cover when multiple schools operate under one education corporation and the academic program at each charter is substantively the same both in design and in implementation. Most

1. *Revised September 4, 2013 and available on the Institute's website.*

importantly, the Institute presents the evidence for multiple charters under a single cover when the academic program at each charter has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation demonstrates capacity throughout the charter term to support its charters in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),[2] which specify in detail what a successful charter should be able to demonstrate at the time of the renewal review. For the purposes of multiple charters within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its charters. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its charters.

RENEWAL QUESTIONS

IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each charter under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For charters under renewal consideration, the Institute completes compliance related checks and meets with charter school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

In this report, information about the education corporation and the academic program found across all its charters precedes information regarding each individual charter renewal, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each charter. The appendices that follow offer statistical information on each charter in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website.

2. Version 5.0, May 2012, are available on the Institute's website.

IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,[3] the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"[4] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[5] for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.

SUNY Charter Schools Institute
The State University of New York