SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School"	Lamad Arverne Academy Charter School		
Education Corporation Name (if different than proposed charter school name):	Lamad Arverne Academy Charter School		
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	09/2025	School District of Location (or NYC CSD):	NYC CSD 27

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-1	150
Year 2	K-2	225
Year 3	K-3	300
Year 4	K-4	375
Year 5	K-5	450

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	
Partner Contact Info (Name, Phone):	

NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.

Lead Applicant(s) Contact Information						
Lead Applicant Name:	Reverend Alfred Cockfield					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☑ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):	Lamad Academy Charter School					
Applicant Mailing Address:	1060 Clarkson Avenue 4th Floor, Brooklyn, NY 11212					
Phone Number (direct line):	(833) GO-LAMAD	Secondary Phone Number:	(718) 913-0100	Email Address:	al@lamadacademy.org	

Secondary Applicant Name (if applicable):						
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						
Applicant Mailing Address:						
Phone Number (direct line):		Secondary Phone Number:		Email Address:		

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Reverend Alfred Cockfield	Phone #:	(718) 913-0100	Email:	al@lamadacademy.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Lamad Arverne Academy Charter School will prepare and inspire our scholars in a vibrant educational setting. Our STEAM educational model will help our scholars become critical thinkers, who learn to work collaboratively and develop creative problem-solving techniques. Our extended school day and school year offers scholars additional learning time, while our open to all after school program helps families with childcare, while providing our scholars with additional learning time in a safe environment. We value families who have high academic and behavioral expectations for their children and will provide a positive learning environment, a culture of inquiry and thought, and a school-wide climate of passion and excitement to ensure those expectations are exceeded. Our scholars will graduate with a solid educational foundation, a passion for learning, and inspiring life experiences, which will prepare them for academic and professional success.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

Key Design Element 1 - Extended Day - Lamad Arverne Academy Charter School will offer our families an extended, 8:00 am- 4:00 pm, school day. This additional time will be used to ensure that our scholars comprehend the material from each presented lesson.

Key Design Element 2 - Extended Year – We will offer 190 days of instruction. Instructional time is lost throughout the academic year due to assessment days, reviewing routines and procedures, and collecting baseline data. The ten additional school days will compensate for the days lost to these activities and exercises.

Key Design Element 3 - After-School - All Lamad Arverne Academy Charter School scholars will be eligible for free, daily after school programing, from 4:00-6:00pm. Scholars will receive homework help and opportunities for academic intervention using a blended learning approach. Scholars will use computer-based programs to reinforce skills and strategies taught during the regular school day.

Key Design Element 4 – Teacher and Teacher Assistant Model – Teacher Assistants will work under the guidance of licensed teachers. They will receive the same professional development as lead teachers. Teacher Assistants will work with scholars individually or in small groups. In addition, they will help reinforce the lessons that teachers introduce. Teacher Assistants will assist teachers with classroom management.

Key Design Element 5 – One Intervention Teacher Per Grade Level Ban (K-1, 2-3, 4-5) – Intervention Teachers will provide targeted support and instruction to scholars who are struggling academically within a general education setting as part of the school-wide Response to Intervention Model. They will work with scholars that need extra help in specific subjects or skills, but do not have diagnosed disabilities.

Key Design Element 6 – Expanded Core Subject Instruction Time – Lamad Arverne Academy Charter School will offer 135 minutes of ELA Instruction, 90 minutes of math instruction, 45 minutes of science or social studies-based content literacy instruction every day. Increased instructional time in each subject will provide more time for scholars to learn and master important skills and concepts.

Key Design Element 7 – Character Education – To help promote social and emotional growth our students will take a daily character education course. Our program will be literature based and include many opportunities for scholars to engage in meaningful dialogue, reading and writing about a different universal value found around the world each month.

Key Design Element 8 – Daily STEAM Content – As a STEAM school, our scholars will receive a rotating daily class in Science/Engineering, Dance, Music, Art and Technology.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Lamad Arverne Academy Charter School's academic program is designed to provide extended learning time for English language arts and mathematics and will reinforce ELA principles in social studies and science through content literacy instruction. As a STEAM school, we will integrate science, technology, engineering, arts, and mathematic concepts across the curriculum. Additionally, students will receive a rotating, standalone block of STEAM instruction each day, with a focus on dance, music, art, technology, and science/engineering. To monitor our scholars' academic progress, LAACS administrators and teachers will use data to inform a variety of instructional best practices to differentiate instruction in both homogeneous and heterogeneous groupings of scholars to deliver the school's rigorous, standards-based curriculum.

Our Teaching Methodology is rooted in two words "To Teach" and "To Learn," which is the basis for our school motto: The teacher has not taught unless the student has learned. Teachers must always know what their scholars do not know as well as the depth of what they understand. To that end, the school will use a teacher and teacher assistant model in each classroom to offer our scholars the support they need to fully comprehend the material presented in each lesson. The school will also have one intervention teacher per grade band to ensure that scholars in need of extra instructional time or a smaller learning setting do not fall behind. The ultimate goal of the Lamad Teaching Methodology is not the mere impartation of facts, but the changing of lives. We believe in developing lifelong learners, where truth is realized through self-discovery.

Lamad Arverne Academy Charter believes that a strong school culture means much more than just a safe and orderly environment, it is one of the most important elements driving a school's success or failure. Our school community will establish and maintain an environment of high expectations of all its scholars – both academically and behaviorally – such that it is palpable to visitors entering the building. Scholars will also benefit from the support of an intimate family culture. Each member of our school community will take responsibility over the personal and academic growth of our scholars. Such a community will encourage all scholars to succeed, to feel safe, and to take the risks necessary to succeed without fear of ridicule by their peers or community.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Lead Applicant Reverend Alfred Cockfield, renowned as "The People's Pastor" has made a significant impact in the field of education across New York, especially in Brooklyn and the downstate region. Reverend Cockfield, a second-generation educational leader, has continued the legacy of his parents, Dr. Alfred S. and Linette Cockfield, at Batallion Christian Academy, which he later took over. His commitment to education led him to establish the Lamad Academy Charter School in Brooklyn and co-found BLACC (Black, Latinx, Asian Charter Collaborative). BLACC, under his guidance, champions equitable education for New York's minority communities and represents a diverse network of twenty-four-member charter schools. Reverend Cockfield's vision for BLACC is transformative, aiming to enrich learning environments and represent schools across various disciplines like the arts, humanities, and athletics.

Beyond his educational endeavors, Reverend Cockfield is a spiritual leader as the Chief Operating Officer of God's Battalion of Prayer Ministries in Brooklyn. His role encompasses church development, recruitment, partnership alliances, and overseeing educational and economic development initiatives. Reverend Cockfield, a Nyack College alumnus, where he earned a Bachelor of Science and an MBA, applies his academic expertise to support the church's international growth.

Board Member Jennifer Provost has over 20 years of legal experience. She is currently a Partner at Wood Smith Henning & Berman LLP, where she specializes in complex tort litigation and general casualty. She was previously a trial attorney at Wilson Elser Moskowitz Edelman & Dicker, an Associate Counsel at Consolidated Edison Company of New York, Inc., and a Senior Trial Attorney at the Law Offices of Alan I. Lamer, American International Group (AIG) Staff Counsel. Ms. Provost graduated from Queens College with a Bachelor of Arts in Political Science and her Juris Doctor from the City University of New York School of Law. She is a member of the National Black Lawyers Top 100, the Metropolitan Black Bar Association, a certified Small Claims Arbitrator, and a member of the Cambria School of Excellence's Board of Trustees.

Board Member Ambrosia Johnson has over ten years of experience in the field of education. Ms. Johnson is currently an Instructional Consultant and Institute Lead at the Lavinia Group, where she monitors the progress of partner schools and educators by providing instructional management plans, professional development, and coaching to paraprofessionals, teachers, instructional coaches, building leaders, and system leaders. She was previously the founder and head of the Ivy Preparatory Charter School, an instructional coach and elementary school teacher at Uncommon Schools, an adjunct professor in Elementary Education at Relay Graduate School of Education, and a Fellowship Participant with Building Excellent Schools. Ms. Johnson received her Bachelor of Arts in Sociology and Education from Bryn Mawr College and her Master of Arts in Teaching from Relay Graduate School of Education. She is a member of the Alpha Kappa Alpha Sorority, serves on the board of New York City's 17th Community Board, and a Community Council Member of the Make-A-Wish Foundation.

Board Member Charlene Gayle has significant experience in the field of real estate. Two decades ago, Ms. Gayle established The Macon Realty LLC, a full-service property management company, with a specialized focus on affordable housing, overseeing more than 30 residential buildings and over 2,000 Nehemiah Homes, including East New York Nehemiah, Brownsville Nehemiah, and Williamsburg Nehemiah. In recognition of her commitment to ensuring the safety and well-being of tenants, Ms. Gayle was appointed a 7A Administrator by the New York City Department of Housing and Preservation. In 2018, she was appointed as the Executive Director of The New York State Association of Black, Puerto Rican, Hispanic, and Asian Legislators, Inc. Ms. Gayle is an alumnus of the University of Maryland.

Lead Applicant Signature	
Signature:	

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

Only applicants with currently operating public or private schools should complete this form.

1- General Information

All information on the Enrollment and Retention tabs should align to data available in the state's Level 2 Reporting Portal. All data should reflect BEDS day information. Please refer to footnotes for additional clarifying information. Send any questions about how to complete this form to charter.accountability@suny.edu. Complete the form for the academic years 2020-21, 2021-22, and 2022-23. Complete the form with data for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities ("SWD") count even if they no longer receive services.

Any student identified as an English language learner ("ELL") at any point of enrollment in the school should be included in the ELL count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

Bedscode	Network/Ed Corp
331800861168	Lamad Academy Charter School
331800861168	Lamad Academy Charter School
331800861168	Lamad Academy Charter School

Notes:

[1]All enrollment data should reflect *BEDS day information.*

[2]All SWD numbers should include students who received mandated services

[3]All ELL numbers should include current students receiving ELL services and a

School Name	School Year	Total Enrollment[1]	Number of Students
Lamad Academy Charter School	2020-21	70	19
Lamad Academy Charter School	2021-22	105	28
Lamad Academy Charter School	2022-23	162	43

s at some point of enrollment in the school even if that student is no longer receiving services.
any student ever identified as an ELL at the school.

Number of English	Number of
8	70
5	61
8	119

Bedscode	Network/Ed Corp	School Name	School Year	Total Number of
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2020-21	0
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2021-22	70
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2022-23	105

Notes:

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[1]An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[2]All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL while at the school.

Total Number of	Number of Students	Number of Students	Number of English	Number of English	Number of
0	0	0	0	0	0
59	19	17	8	5	70
95	28	21	8	4	105

Number of
0
59
95

Bedscode	Network/Ed Corp	School Name	School Year	Number of In-School
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2020-21	0
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2021-22	0
331800861168	Lamad Academy Charter School	Lamad Academy Charter School	2022-23	0

Number of In-School	Number of Out of	Number of Out of	Number of
0	0	0	0
0	0	0	0
20	0	13	0

1. Community Need and Proposed School Impact

a. Community Description and Need

Provide a narrative analysis of the community and target population for the school including:

- Describe the applicant's rationale for selecting the community;
- Describe founding team members' connections and ties to the proposed community of location;
- Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?);
- A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone;
- A description of community demographics, including the demographic statistics of the student populations (e.g. race/ethnicity, poverty, students with disabilities and English language learners ("ELLs"), as well as an analysis of demographic trends. Applicants may find some of this information at NYSED's Data Site, and may include other current, reliable sources;
- Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;
- How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school; and,

Lamad Arverne Academy Charter School ("LAACS") founders are motivated by the need for our country to hold a leadership role in scientific innovation, and they are equally conscious of the context of the local community of CSD 27 in Arverne, Queens where LAACS aspires to locate. LACS is committed to taking the lead in developing the children it will serve—the majority of whom will be low income and minority, who are growing up in neighborhoods that are devastated by unemployment, academic failure, poverty, and crime—the internalized belief that a high-quality education is their ticket to success.

According to the 2022-23 New York District Report, 64% of CSD 27 students identified as black and Hispanic, 78% of its students are economically disadvantaged, 21% of all tested students in grades 3-8 were designated as students with disabilities, and 13% were classified as English language learners. Students across all tested grades and all racial groups in the district struggle to meet proficiency standards in ELA and math. Only 48% of students scored proficient on the 2023 New York State ELA exam and only 49% proficient in math. CSD 27's students consistently perform significantly below citywide and statewide averages in both subjects.

Our choice to open a school in Arverne stems from lead applicant Rev. Cockfield's personal connection to the community; it is where his roots are firmly planted. This is the community that

shaped him, where he grew up understanding the value of education and community spirit. He has observed that many local children travel outside Arverne for their schooling, as he did, which speaks volumes about the desire for quality education within their own neighborhood. Rev. Cockfield's commitment is to bring a top-notch educational institution to the heart of Arverne, where the aspirations of the community and my passion for educational excellence can intersect. As an active community advocate, his dedication to elevating local education is unwavering. This school is more than a building; it's a promise to provide an educational cornerstone that this home-ownership community deserves.

Our planning team's bond with Arverne is not just a matter of heritage—it's an ongoing narrative of personal and communal evolution. As a child, the daily commute out of our community for schooling was a reality for Rev. Cockfield and his siblings, a burden familiar to many Arverne families. This experience in grains in our planning team the importance of accessible quality education within the streets of the community. Our planning team's commitment to Arverne transcends memories; it is a drive towards its economic and developmental upliftment. Rev. Cockfield is spearheading a significant development project in the heart of Arverne, which includes up zoning six parcels of land. This endeavor will not only create 84 units of senior housing, targeted to open in 2025 but he is also laying the groundwork for a 75,000 square foot elementary school to open in the future as well. It's a testament to his dedication to this community, ensuring that the next generation can grow and learn in the place they call home.

Percentage of Students Achieving Proficiency on the 2022-23 English Language Arts Exam			
School	3rd Grade	4th Grade	5th Grade
Community School District 27 Average	43%	48%	46%
Robert Vernam School PS /MS 42Q	19%	18%	25%
The School By the Sea, PS/MS43Q	32%	29%	26%
The Chris Galas School, PS/MS 47	38%	60%	48%
P.S.104Q	18%	47%	25%
PS/MS 105Q	25%	27%	21%
Lighthouse Elementary PS106Q	17%	13%	35%
PS/MS114Q	70%	65%	58%
PS/MS 183Q	32%	22%	18%
PS 197Q	22%	38%	47%
Waterside Children's Studio School P.S. 317Q	58%	62%	64%
Goldie Maple Academy PS/MS 333	10%	39%	18%
WAVE Prep	66%	67%	66%

As shown through the chart above, only three traditional Department of Education schools located on the Rockaway Peninsula have a higher percentage of students achieving proficiency on the 2022-23 state English language arts exam at the third, fourth, and fifth grade than the district average. Two other schools on the peninsula have either one or two individual elementary school grades with a higher percentage of students achieving proficiency on the 2022-23 state English language arts exam compared to the district average. In other words, of the 12 schools on the Rockaway Peninsula serving the grades that the LAACS seeks to serve, only five schools, or 42% of Rockaway Peninsula DOE schools have at least one elementary school grade exceeding the district's average of students achieving proficiency on the 2022-23 state English language arts exam.

Percentage of Students Achieving Proficiency on the 2022-23 Mathematics Exam			
School	**3rd Grade**	**4th Grade**	**5th Grade**
Community School District 27 Average	55%	51%	46%
Robert Vernam School PS /MS 42Q	11%	16%	31%
The School By the Sea, PS/MS43Q	48%	20%	18%
The Chris Galas School, PS/MS 47	56%	76%	52%
P.S.104Q	25%	51%	33%
PS/MS 105Q	14%	41%	14%
Lighthouse Elementary PS106Q	32%	9%	16%
PS/MS114Q	70%	82%	61%
PS/MS 183Q	35%	26%	9%
PS 197Q	40%	43%	42%
Waterside Children's Studio School P.S. 317Q	50%	74%	53%
Goldie Maple Academy PS/MS 333	26%	31%	20%
WAVE Prep	81%	84%	79%

As shown through the chart above, only three traditional Department of Education schools located on the Rockaway Peninsula have a higher percentage of students achieving proficiency on the 2022-23 state mathematics exam at the third, fourth, and fifth grade than the district average. Two other schools on the peninsula have either one or two individual elementary school grades with a higher percentage of students achieving proficiency on the 2022-23 state mathematics exam compared to the district average. In other words, of the 12 schools on the Rockaway Peninsula serving the grades that the LAACS seeks to serve, only five schools, or 42% of Rockaway Peninsula DOE schools have at least one elementary school grade exceeding the district's average of students achieving proficiency on the 2022-23 state mathematics exam.

Percentage of Students Achieving Proficiency on the 2022-23 English Language Arts Exam			
School	**3rd Grade**	**4th Grade**	**5th Grade**
Community School District 27 Average	**43%**	**48%**	**46%**
Challenge Preparatory Charter School	32%	40%	37%
Peninsula Preparatory Academy Charter School	74%	49%	78%

Of the two charter schools serving elementary school grades currently operating on the Rockaway Peninsula, only one school has a higher percentage of students achieving proficiency on the 2022-23 state English language arts exam.

Percentage of Students Achieving Proficiency on the 2022-23 Mathematics Exam			
School	**3rd Grade**	**4th Grade**	**5th Grade**
Community School District 27 Average	**55%**	**51%**	**46%**
Challenge Preparatory Charter School	36%	44%	43%
Peninsula Preparatory Academy Charter School	76%	62%	71%

Of the two charter schools serving elementary school grades currently operating on the Rockaway Peninsula, only one school has a higher percentage of students achieving proficiency on the 2022-23 state mathematics exam.

In conclusion, the data presented above suggest that there is a lack of schools providing Rockaway Peninsula families with a quality education. If our application is approved, we are confident that by the time our school begins serving state assessment taking grades, our students will be fully prepared to make LAACS among the highest achieving schools not only on the Rockaway Peninsula, but in CSD 27, the borough of Queens, and the City.

b. Programmatic Impact

The Act requires applicants to provide an assessment of the projected programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location.15 Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area, including whether these schools have open enrollment options for students and if so at which grade levels;
- Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;
- Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and,
- If proposing to replicate and add a school to an existing education corporation, also discuss the programmatic impact on the existing school(s) within the education corporation including if the new school would facilitate or necessitate changes to the existing school(s)' academic program, enrollment, or overall viability.

CSD 27's current school offerings do not meet the educational needs of its students, specifically those who live in and around Arverne, as evidenced by the state test scores noted throughout this response. With its relatively modest enrollment of 450 students at scale, and the founders' intention to serve students from predominantly under-resourced families, LAACS is unlikely to have a significant impact on private schools in CSD 27 as their tuitions are out of reach for low-income families.

As referenced in LAACS's Key Design Elements and throughout the other responses in this charter application, the proposed school would offer something new and much needed to CSD 27: a school that focuses on achievement in the critical areas of literacy, mathematics, science, and technology that will maximize student achievement. LAACS will be successful where other options have not because of the school's commitment to high dosage tutoring for all students, relevant and dynamic curriculum, and building excitement and pride into each student's educational journey to prepare them for stable and well-paying careers in high-growth STEAM fields.

School Name	Grades Served	Geographic Location

Robert Vernam School PS /MS 42Q	3K-8th Grade	Arverne
The School By the Sea, PS/MS43Q	3K-8th Grade	Far Rockaway
P.S. 45Q	3K-5th Grade	South Ozone Park
The Chris Galas School, PS/MS 47	3K-8th Grade	Rockaway Park
PS 51Q	3K-8th Grade	Richmond Hill
P.S.56Q Harry Eichler School	2nd-5th Grade	Richmond Hill
P.S. 60Q The Woodhaven School	3K-5th Grade	Woodhaven
P.S.62Q	PreK-5th Grade	South Richmond Hill
P.S.63Q Old South	3K-5th Grade	Ozone Park
P.S. 64Q	K-5th Grade	Ozone Park
P.S.65Q	3K-5th Grade	Ozone Park
The Jackie Kennedy Onassis School P.S.66Q	PreK-5th Grade	Richmond Hill
The Horace Mann School, P.S. 90Q	3K-8th Grade	Richmond Hill
P.S. 96Q	PreK-5th Grade	South Ozone Park
The Forest Park School PS97Q	PreK-8th Grade	Woodhaven
PS 100Q	PreK-8th Grade	South Ozone Park
P.S.104Q	PreK-8th Grade	Far Rockaway
PS/MS 105Q	PreK-8th Grade	Far Rockaway
Lighthouse Elementary PS106Q	PreK-8th Grade	Far Rockaway
PS108Q The Captain Vincent G. Fowler School	PreK-8th Grade	South Ozone Park
PS/MS114Q	PreK-8th Grade	Belle Harbor
PS123Q STEMA School	PreK-8th Grade	South Ozone Park
PS/MS 124	K-8th Grade	South Ozone Park
PS/MS 146	3K-8th Grade	Howard Beach
PS 155Q	3K-8th Grade	South Ozone Park
PS/MS 183Q	3K-8th Grade	Rockaway Beach
PS 197Q	3K-8th Grade	Far Rockaway
PS/MS 207Q	PreK-8th Grade	Howard Beach
PS223Q	3K-8th Grade	Jamaica
PS232Q	3K-8th Grade	Howard Beach
PS253Q	3K-5th Grade	Far Rockaway
PS254Q	PreK-5th Grade	Richmond Hill

NYC Academy for Discovery	PreK-5th Grade	Woodhaven
Queens Explorers	3K-8th Grade	Ozone Park
Waterside Children's Studio School P.S. 317Q	PreK-5th Grade	Rockaway Park
Goldie Maple Academy PS/MS 333	3K-8th Grade	Arverne
WAVE Prep	3K-8th Grade	Far Rockaway
PS377Q	3K-8th Grade	Ozone Park

c. Fiscal Impact

The Act requires an applicant to provide "an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area."16 Complete the fiscal impact table in the budget template (found in the Applicant Resource Center of the Institute's website) and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions using the most recent school per pupil aid, available on NYSED's website;
- Dollar amounts the proposed school anticipates receiving from each anticipated sending district in per pupil funding;
- Other projected revenue the proposed school anticipates receiving from the district (special education, grants, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).

Largest Enrollment District: New York City Department of Education							
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.	Total Funding to Charter School from District	Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	150	$18,340	$2,751,000	$624,183	$4,391,271	$22,300,000,000	0.015%
Year 2 (2026-27)	225	$18,340	$4,126,500	$845,066	$5,600,208	$22,300,000,000	0.022%

Year 3 (2027-28)	300	$18,340	$5,502,000	$1,113,422	$7,182,543	$22,300,000,000	0.030%
Year 4 (2028-29)	375	$18,340	$6,877,500	$1,391,777	$8,991,479	$22,300,000,000	0.037%
Year 5 (2029-30)	450	$18,340	$8,253,000	$1,670,132	$10,773,814	$22,300,000,000	0.044%

Response 2 – Addressing the Need

A. Mission

- Provide the mission statement for the proposed school. The mission statement should be brief, clear, and communicate the purpose of the proposed school to its stakeholders and the public.

Lamad Arverne Academy Charter School will prepare and inspire our scholars in a vibrant educational setting. Our STEAM educational model will help our scholars become critical thinkers, who learn to work collaboratively and develop creative problem-solving techniques. Our extended school day and school year offers scholars additional learning time, while our open to all after school program helps families with childcare, while providing our scholars with additional learning time in a safe environment. We value families who have high academic and behavioral expectations for their children and will provide a positive learning environment, a culture of inquiry and thought, and a school-wide climate of passion and excitement to ensure those expectations are exceeded. Our scholars will graduate with a solid educational foundation, a passion for learning, and inspiring life experiences, which will prepare them for academic and professional success.

B. Key Design Elements

- Provide a clear and concise overview of the proposed school's key design elements, which are the most important, non-negotiable aspects of the school critical to its success. This may include elements such as a specific subject focus or theme (e.g. the arts, environmental science, social justice, etc.), specific targeted student population the school would serve (e.g. students with autism, multi-language learners, overage and under-credited students, etc.), specific programs (e.g. career and technical education, International Baccalaureate, etc.), unique staffing models, schedules, assessment systems, and so forth.

- In addition to a list of the proposed key design elements, please include:

    - an analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these key design elements with appropriate citations;

    - discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission; and

    - discussion of how the key design elements address the specific needs identified in Request 1.

Key Design Elements

- Key Design Element 1 - Extended Day - Lamad Arverne Academy Charter School will offer our families an extended, 8:00 am- 4:00 pm, school day. This additional time will be used to ensure that our scholars comprehend the material from each presented lesson.

- Key Design Element 2 - Extended Year – We will offer 190 days of instruction. Instructional time is lost throughout the academic year due to assessment days, reviewing routines and procedures, and collecting baseline data. The ten additional school days will compensate for the days lost to these activities and exercises.

- Key Design Element 3 - After-School - All Lamad Arverne Academy Charter School scholars will be eligible for free, daily after school programing, from 4:00-6:00pm. Scholars will receive homework help and opportunities for academic intervention using a blended learning approach. Scholars will use computer-based programs to reinforce skills and strategies taught during the regular school day.

- Key Design Element 4 – Teacher and Teacher Assistant Model – Teacher Assistants will work under the guidance of licensed teachers. They will receive the same professional development as lead teachers. Teacher Assistants will work with scholars individually or in small groups. In addition, they will help reinforce the lessons that teachers introduce. Teacher Assistants will assist teachers with classroom management.

- Key Design Element 5 – One Intervention Teacher Per Grade Level Ban (K-1, 2-3, 4-5) – Intervention Teachers will provide targeted support and instruction to scholars who are struggling academically within a general education setting as part of the school-wide *Response to Intervention Model*. They will work with scholars that need extra help in specific subjects or skills, but do not have diagnosed disabilities.

- Key Design Element 6 – Expanded Core Subject Instruction Time – Lamad Arverne Academy Charter School will offer 135 minutes of ELA Instruction, 90 minutes of math instruction, 45 minutes of science or social studies-based content literacy instruction every day. Increased instructional time in each subject will provide more time for scholars to learn and master important skills and concepts.

- Key Design Element 7 – Character Education – To help promote social and emotional growth our students will take a daily character education course. Our program will be literature based and include many opportunities for scholars to engage in meaningful dialogue, reading and writing about a different universal value found around the world each month.[1]

- Key Design Element 8 – Daily STEAM Content – As a STEAM school, our scholars will receive a rotating daily class in Science/Engineering, Dance, Music, Art and Technology.

Among the school's key design elements that promote strong student performance and are aligned with its STEAM-focused mission are the following:

Culture of High Expectations

[1] Agboola, Alex & Chen Tasi, Kaun, *Bring Charter Education Into the Classroom*, European Jour. Of Ed. Research, Vol. 1 No. 2, available at: https://files.eric.ed.gov/fulltext/EJ1086349.pdf.

LAACS founders know that the school culture is one of the most critical factors in ensuring the success and achievement of all students. Our school community is one that has high expectations of all its students- both academically and behaviorally- also benefits from the support of an intimate family culture. Such a community will encourage all students, especially at-risk students most in need of support and intervention, to succeed, to feel safe, and to take the risks necessary to succeed without fear of ridicule by their peers or community.

LAACS founders recognize that school must instill in students not only content knowledge and skills, but also lifelong habits and behavior to support success; the school will build a culture of achievement and excellence in both scholarship and self-discipline. LAACS students will aspire to behave responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other students and themselves, at all times. Students are also expected to attend class regularly, to arrive at school and at their classes on time, to complete assignments, to comply with the discipline code, to focus their attention on schoolwork and to apply themselves fully to their studies. School staff will model appropriate behavior—e.g. respect for self and others—and will support and recognize students in making the connection between the expected behaviors and success in school and in life.

Further, the founders of LAACS recognize that high expectations are at the core of any successful program to improve the achievement of at-risk students, and that all members of the school community must believe that all students can learn.[2] At LAACS, the school's commitment to high expectations will be reflected in curricula, instruction, and the interactions between students and adult members of the school community. Under the leadership of the Executive Director and Principal, all school staff and stakeholders will treat students respectfully, hold students accountable to high standards of achievement, and demonstrate on an ongoing basis their expectation that all students will learn and succeed.

Data-Driven Instructional Framework

Teachers at LAACS will use a variety of instructional best practices to differentiate instruction in both homogeneous and heterogeneous groupings of students to deliver the school's rigorous, standards-based curriculum. Instructional methods will include, but not be limited to, the gradual release of responsibility model, teacher-directed instruction, student-directed instruction, project-based instruction, inquiry-based instruction, collaborative-team teaching, sheltered instruction, computer-assisted instruction and push-in/pull-out with support of instructional specialists. While the instructional models will vary according to grade level and content area, as well as student needs, all teachers will utilize an overarching framework in how the lesson is structured. The framework is a data-driven one and involves continual assessment and reflection. A preponderance of research links the examination of assessment data to inform and improve instruction to higher student achievement, including studies demonstrating that effective accountability occurs when external and internal measures are aligned and used in coordinated fashion by schools to support improvements in student learning.[3] Observers will see the following commonalities across all lessons at LAACS: assessment at

[2] Strengthening At-Risk Students' Affiliation with the School, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009, http://www.principalspartnership.com/affiliation.pdf

[3] Elmore, R., & Abelmann, C. (1999). *When accountability knocks, will anyone answer?* Philadelphia: Center for Policy Research in Education; Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

the start of the lesson or unit to ensure students are ready to learn what is about to be taught, continual assessment throughout the lesson or unit to ensure that students are grasping concepts as lessons and units progress and assessment at the end of the lesson or unit to determine if students are able to synthesize what has been taught.

Continually assessing students through effective checks for understanding is an integral element of strong instruction. Throughout the course of the lesson or unit, teachers must frequently gauge students' level of understanding in formal and informal ways. This could take the form of pivotal oral questions to exit tickets to more summative assessments or unit exams. Teachers must be able to be flexible in their lessons to be ready to move backwards or forwards depending on student readiness, to understand where their teaching missed the objective, and make the necessary real time adjustments when students fail to grasp a concept. Teachers must always know what their students do not know as well as the depth of what they understand. This requires constant and continual assessments of students' skill and knowledge through a variety of methods.

Progress Monitoring

LAACS will support its teachers in the data-driven aspect of instruction through the school's commitment to implementing a progress monitoring system. Progress monitoring is a scientifically based practice[4] that is used to assess students' academic performance and evaluate the effectiveness of instruction. At LAACS, the School's "Progress Monitoring Process" provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and professional development priorities.

Teachers will engage in the Progress Monitoring Process to determine the effectiveness of their instruction on their students' meeting performance benchmarks. Teachers will be expected to engage in this process both in individual preparation but importantly in collaboration with their colleagues, and the school will have designated time on the daily and weekly calendars for teachers to come together to engage in Progress Monitoring. Teachers will meet in grade level teams, within and across content area specialties and with instructional specialists with oversight from the Principal and Assistant Principals on a regularly basis throughout the year, to evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. Through this process a plan of action is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. The plan of action involves short-term and long-term strategies to improve student achievement. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. The Progress Monitoring Process allows teachers to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students while also informing the school's instructional leaders about broader changes in the school's educational program that will be necessary to support high student achievement.

Teacher and Teacher Assistant Model and Robust Instructional Supports

[4] Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring.*

Leveraging the data-driven instructional framework is LAACS's staffing model which allows for a teacher and teacher assistant in every classroom.[5] This model reduces the student-teacher ratio from 25:1 to 13:1. Additionally, LAACS will have a special education teacher. This will allow LAACS to support a Collaborative Team Teaching (CTT) setting should students have IEPs that require such a setting. While research has demonstrated that this inclusion model had beneficial outcomes for students with special needs[6] the CTT setting is also for beneficial for the general education students in the classroom, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for students with disabilities will also be effective in addressing their learning needs.

Strong Instructional Leadership and a Commitment to Professional Development

Strong instructional leadership must be at LAACS helm for the school to be successful in meeting its ambitious agenda. LAACS will have an administrative structure in place that allows for the Principal to be focused, to the greatest degree possible, on instructional leadership. At LAACS, the Principal is supported in his or her role as instructional leader by the Assistant Principal (beginning with Year 3). These instructional leaders will be responsible for ensuring that the LAACS rigorous curriculum is delivered through high quality instruction and students are meeting performance objectives. This means LAACS teachers must be provided with support to ensure high quality instruction in the classroom.

LAACS school design clearly supports its commitment to professional development. Teacher schedules incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and/or Assistant Principal to plan individually, or with their teacher assistants or collaborate with their colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Child Study Teams around specific students who have been demonstrating needs and challenges; (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom; and importantly (5) to engage in Progress Monitoring at the classroom level, grade level, content area level and school level to evaluate the performance of individual students and students in aggregate and disaggregate in order to inform instruction.

Extended Day and Extended Year

LAACS has set an ambitious course of study and has high expectations for its students. We are well aware of the fact that many, if not the majority, of our students will come to us with academic deficits and lacking in the behavior patterns necessary for success.

[5] Ladd, Hele F., *et al. Teacher Assistants Are Needed—Now More Than Ever*, The Brookings Institute, Aug. 24, 2021, available at: https://www.brookings.edu/articles/teacher-assistants-are-needed-now-more-than-ever/

[6] Banerji, M., & Dailey, R. (1995). *A Study of the effects of an inclusion model on students with specific learning disabilities*. Journal of Learning Disabilities, 28(8), 511-522; Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996).

To provide students with the time on task necessary to overcome academic deficits and be imparted with the self-motivation and habits of success to meet LAACS' academic expectations, LAACS will have both an extended day and extended year. Students at LAACS will attend school from 8:00 am-4:00 pm and a free, daily after school program that will be available to all scholars.[7] The extended day allows for significant daily time to be devoted to the core subjects of ELA (135 minutes), math (90 minutes), and science or social studies-based content literacy instruction every day (45 minutes). Increased instructional time in each subject will provide more time for scholars to learn and master important skills and concepts.

Students will attend school for 190 days. Many high-performing charter school models, including the KIPP and Uncommon Schools charter networks, incorporate extended-day and year into their school designs.

[7] New York State Network for Youth Success, *Benefits of Afterschool*, available at: https://networkforyouthsuccess.org/policy/benefits/

3. Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

Notes:

- The Institute requests that proposals identify no more than 1-2 persons as lead applicants.
- As noted above, the lead applicant(s) and proposed board officers must undergo fingerprinting and criminal background check as part of the application review process.

Lead Applicant **Reverend Alfred Cockfield** has more than ten years of experience in the field of education, youth development, and civic and community engagement. Currently Reverend Cockfield serves as the Founder and Executive Director of Lamad Charter School. Previously, he was the Executive Director of the Battalion Christian Academy Schools in Brooklyn, NY and Far Rockaway, Queens, where he managed a diverse portfolio, including recruitment and retention, partnership alliances, staff development, and educational development. He is the co-founder of BLACC: the Black, Latinx, Asian Charter Collaborative, which advocates for fair and equitable education for New York's minority communities. Reverend Cockfield holds a BS in Business Administration and Religious Studies and a minor in Music Management from Nyack College. He later returned to Nyack College where he earned a Master of Business Administration and International Business Marketing and Management.

b. Proposal History

Describe the genesis of the proposal, how the applicant team formed, and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal.

If the proposed school is similar to or a replication of an existing school inside or outside of New York State, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

The idea to open Lamad Academy in Arverne was born from a decade-old vision to establish multiple schools that provide first-rate education to black and brown communities. My ambition has always been to create a nurturing educational space that begins with early childhood and extends through to elementary, capturing the pivotal years of learning. This school is the materialization of that dream, a place where potential is realized and futures are crafted with care.

c. List of Founding Team Members

Provide a table that lists all key individuals involved in developing the application along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who would play significant roles in the development and launch of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal and primary author(s) of the proposal.

Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 - Governance).

The sole founding team member who is not a part of the proposed board of trustee is Rev. Al Cockfield.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents). If yes, provide:

- The name of the proposed school(s) when previously submitted;
- The date(s) of the previous submission(s); and,
- A detailed summary of what has changed in the proposal since its previous submission(s) and the rationale for these changes.

Not applicable

Indicate whether the applicant and/or founding team is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);

Not applicable

Indicate if any of the lead applicants have ever had a charter school application granted by any charter authorizing entity in any state or location, but that school is no longer in existence. If yes, provide:

- The name of the school;
- The city and state where the school operated;
- The date the school opened and date the school closed;
- The name of the authorizing charter entity for the school; and
- An explanation of the circumstances that led to the school ending operations.

NOTES:

- Failure to disclose previous applications by the same or a similarly constituted founding group for a substantially similar school to an authorizing entity in any state may result in the application's disqualification for review by the Institute.
- Applications submitted simultaneously to multiple charter authorizers in New York State will generally not be considered for review by the Institute. Simultaneous submission refers to a substantially similar proposal with a substantially similar applicant team and/or location contemporaneously under review by the Board of Regents.

Not applicable

e. Letters of Justification for Previously Denied Applications

> If a charter entity in any state has provided any formal documentation to explain a decision not to not move forward an application for a substantially similar school (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

This response is not applicable to this application.

f. Founding Team Resumes

Submit a current resume or biography for all founding team members (not including board members, as board member resumes are submitted in Response 14).

REVERENDALFRED COCKFIELD, II

[redacted]

EXECUTIVE SUMMARY

Rev. Al Cockfield is a distinguished Executive Pastor and educational leader, with over 15 years of progressive experience in congregational leadership across diverse locations including Brooklyn, Far Rockaway, Delaware, Illinois, Nigeria, South Africa, Guyana, and St. Vincent & the Grenadines. As the visionary Founder and Executive Director of Lamad Academy Charter School, he has successfully blended his extensive experience in church leadership with educational management. Renowned for his expertise in government affairs, he has adeptly represented the interests of Battalion Christian Academy and God's Battalion of Prayer Churches, securing funding and building vital community alliances. His proven success extends to inspiring community engagement, promoting missionary work and outreach, and strategically driving growth and innovation in Christian education. His leadership has been pivotal in enhancing school enrollment, revenue generation, and positioning Lamad Academy as a leader in the educational sector.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

67th Precinct Clergy Council: Gods Squad, Toast Masters International Garden City Chapter, National Black MBA Association

EDUCATION

Nyack College, Nyack, NY
Master of Business Administration, International Business and Marketing & Management, May 2007

Nyack College, Nyack, NY
Bachelors of Arts, Business Administration& Management and Religious Education, May 2001

References furnished upon request

Lamad Arverne Academy Charter School

R-03g – Probationary Status of Affiliated Charter School(s)

g. Probationary Status of Affiliated Charter School(s)

If any currently operating charter school within the proposed education corporation, or associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been in violation of the terms of its charter or been placed on probationary status or any other corrective action within the current charter term, please provide written confirmation from the existing authorizing entity that the conditions related to the violation or probationary status have been satisfied and lifted. **Failure to disclose this information may result in the application's disqualification for review.**

This is not applicable to our application.

4. Community Outreach, Engagement, Support, and Demand

a. Description and Analysis of Community Outreach and Engagement

In order for the SUNY Trustees to consider any application for approval, the proposal must "rigorously demonstrate" that the applicant has conducted public outreach "in conformity with a thorough and meaningful public review process" designed "to solicit community input regarding the proposed school and address comments received from the impacted community concerning the educational and programmatic needs of students."[17] In order for the Institute to recommend any proposal to the SUNY Trustees for approval, the proposal must include evidence of the following three criteria:

- The applicant informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment;
- The community had meaningful opportunities for input on that proposal; and,
- There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school, and the educational needs of students.

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

- The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
- The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,
- The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

The narrative should explain how comprehensive efforts were made to engage with community members that are fully representative of the overall community demographics described in Response 1.

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts. Concrete artifacts and evidence related to community outreach and engagement should be submitted in response R-04d, Evidence of Community Outreach and Engagement.

Despite the short amount of time from the announcement of the RFP and the submission deadline, LAACS held meaningful public outreach efforts to inform members of the Rockaway Peninsula of the planning team's intention to open the school described herein. Information about the outreach efforts can be found under Response 4d – Evidence of Outreach.

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials.

Concrete artifacts and evidence related to community support should be submitted in response R-04e, Evidence of Community Support.

Please note that the content for this response differs from R-04a in that this response should focus on analyzing community interest and support for the school, any known opposition that may exist, and how that support and opposition will affect the school's ability to open successfully. In contrast, R-04a should focus on efforts to inform and engage with the community through the planning and development of the proposal.

LAACS received letter of support from the following people/organizations:

- Queens Borough President Donovan Richards
- City Council Representative Selvena N. Brooks-Powers
- Glory Light Tabernacle International Ministry Inc. Co-Pastor Dr. Leonie Hall
- Battalion Pentecostal Assembly Senior Pastor David T. Cockfield
- Episcopal Health Services Inc. Senior Vice President and Chief External Affairs Officer, Renee Hastick-Motes
- Ocean Bay Community Development Corporation Executive Director, Ebony Beaty

To date, we have not received any opposition to our proposed school.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on the experience of how many waitlist entries it takes to fill a seat. Concrete artifacts and evidence related to student demand should be submitted in response R-04f, Evidence of Student Demand.

Note for Replicators: If using the number of students on the waitlist of an existing school as evidence of demand for an additional school, be sure to clearly explain the relationship between that waitlist and the location of the proposed school.

LAACS received over 230 signatures in support of opening the school. *See* Response 04-f – Evidence of Demand. If two out of every three signatures from the petition were to enroll at the school in the first year, the school would nearly be at capacity.

d. Evidence of Community Outreach and Engagement

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

Evidence should demonstrate use of multiple strategies to solicit community input, and might include partnering with community-based organizations to host meetings, holding planning meetings with community members, addressing local elected officials or education stakeholder groups such as school boards, community boards, or (in New York City) Community Education Councils ("CECs"). In all cases, applicants should include a description of the outcome of any meeting requests of community stakeholders, even if the request was denied.

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

Data Collection Report for Lamad Arverne Academy Charter School

Data Collection Dates: Tuesday, January 30 to Friday, February 2, 2024

Total Number of Signatures Gathered: 231

Summary:
The data collection efforts spanned four days - January 30 to February 2, 2024 with Lamad Arverne Academy Charter School conducting a data collection campaign aimed at gathering signatures. A total of 231 signatures were collected during this period. A varied selection of public locations were visited each day, to include:
Public Library at Arverne, The Child Center of NY on Beach Channel Drive, Lawrence Nursing Care Center, The United States Postal Services on Beach 60th Street, various Supermarkets, Corner Stores, Laundromats and Hair Salons.

Detailed Breakdown:

Tuesday, January 30, 2024:
On the first day of data collection, a total of 74 signatures were gathered. The team visited the following locations:

- ☐ Queens Public Library at Arverne
- ☐ Lawrence Nursing CAre Center
- ☐ Beach 54th Street
- ☐ Beach Channel Drive
- ☐ Beach 56th Street

Wednesday, January 31, 2024:
The second day saw the collection of 42 signatures. The team visited:

- ☐ The Child Center of NY - 57-10 Beach Channel Drive
- ☐ New Way Supermarket
- ☐ Beach 57th Street
- ☐ Beach 58th Street

Thursday, February 1, 2024:
On this day, 43 signatures were gathered. The team visited:

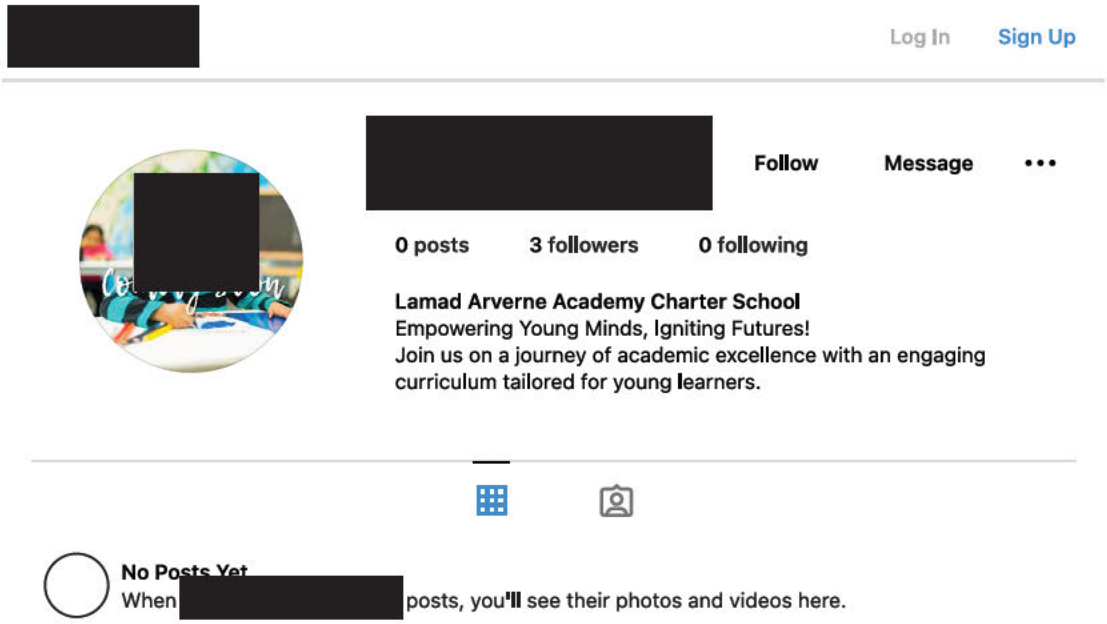
- ☐ United States Postal Services
- ☐ Beach 60th Street
- ☐ Arverne Blvd

Friday, February 2, 2024:
The final day of data collection yielded 72 signatures. The team visited:

- ☐ Beach Channel Drive
- ☐ Urway Laundromat
- ☐ Beach 66th Street
- ☐ Beach 67th Street
- ☐ 67 Fresh Supermarket

Conclusion:

The response from the Arverne community has been overwhelming, with residents, parents and stakeholders coming together to advocate for improved educational opportunities for their children. This demonstrated the strong desire for accessible, high-quality education that is close to home.



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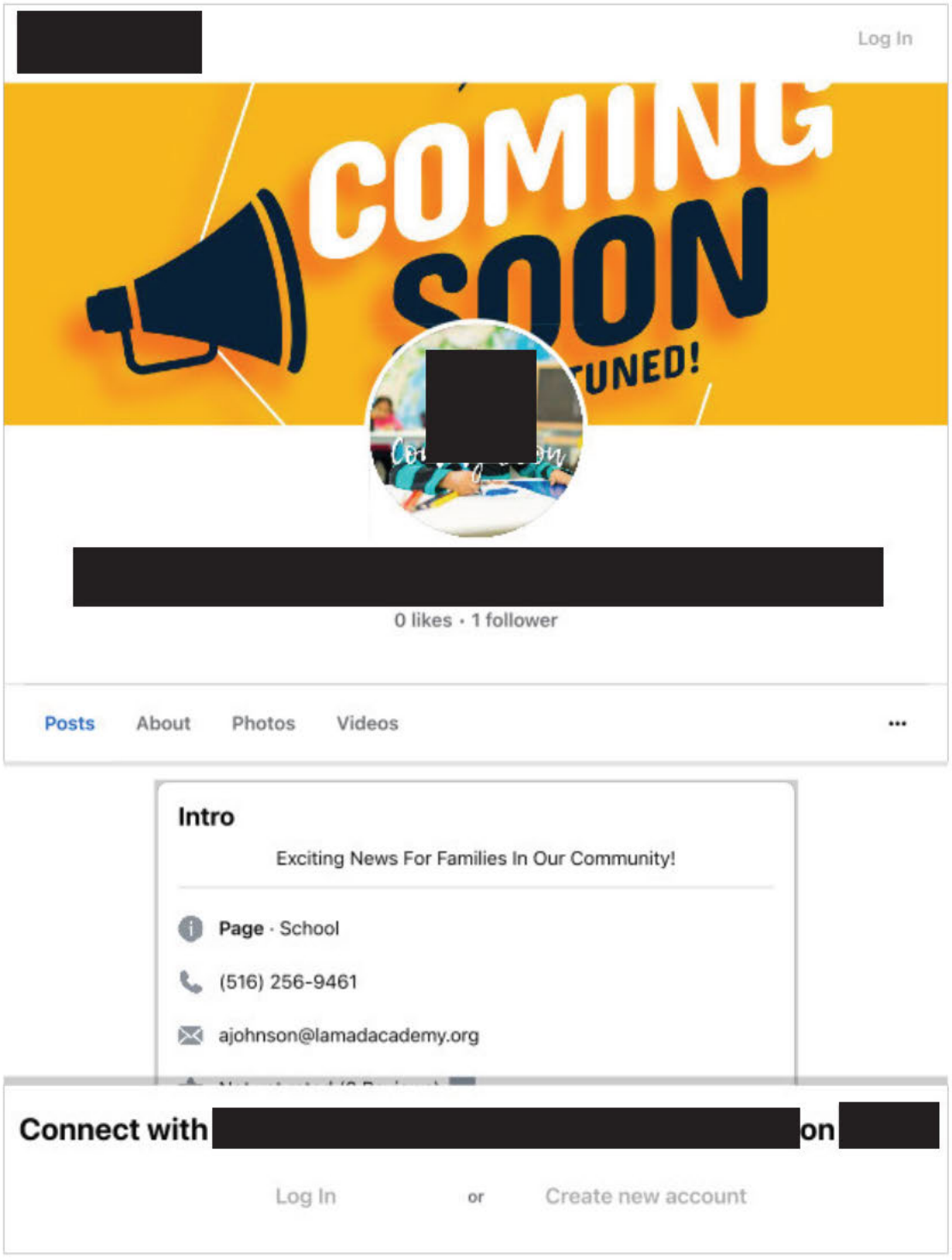
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0 likes · 1 follower
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(516) 256-9461
ajohnson@lamadacademy.org
Connect with [redacted] on [redacted]
Log In
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Log In
updated their cover photo.
January 26 at 5:40 PM
COMING SOON
STAY TUNED!
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VectorStock.com/32773552
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Comment
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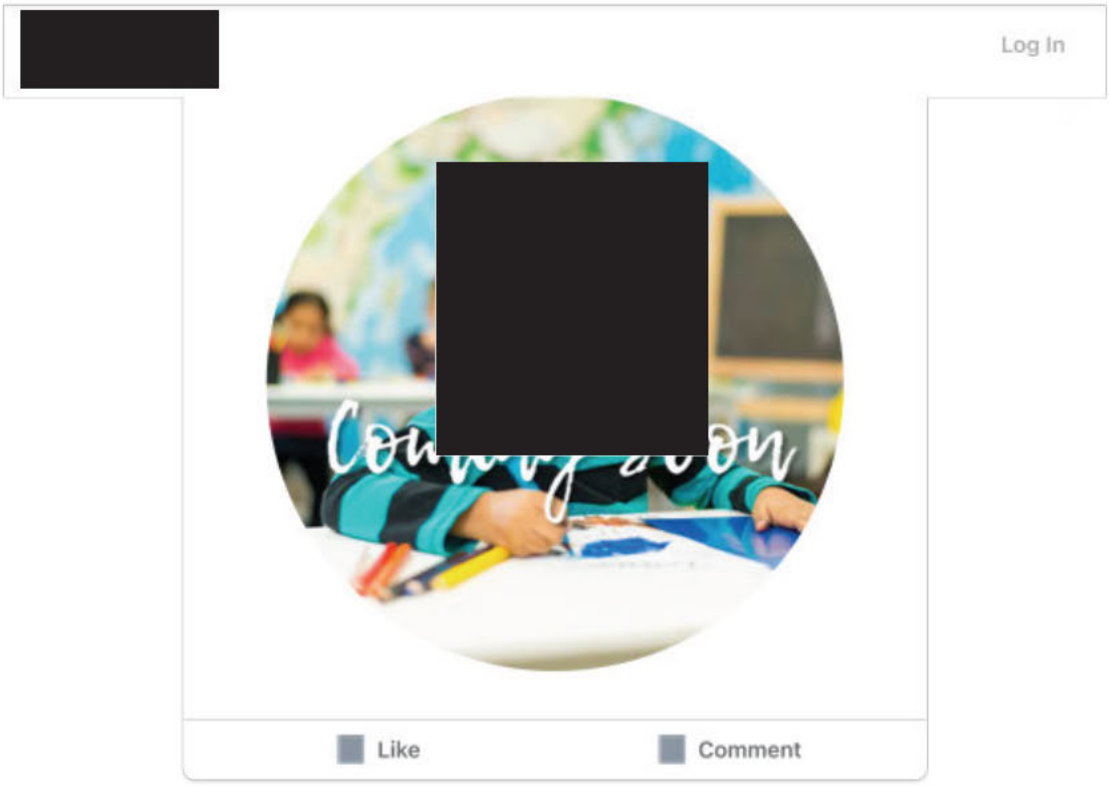
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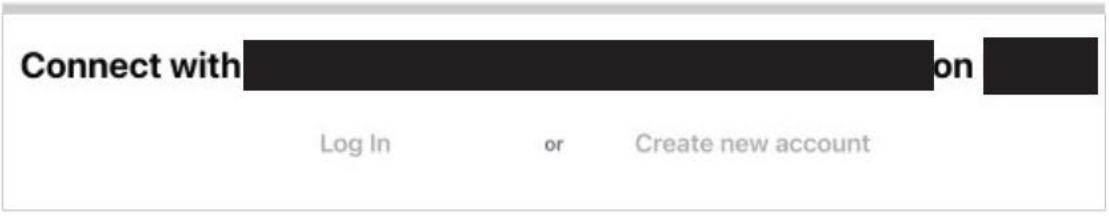
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4e. Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Evidence of support should be concrete and specific to the proposed school. Generic support for charter schools or educational choice and innovation in general is not sufficient.

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

Included in this Response are Letters of Support from the Following People/Organizations:

- Queens Borough President Donovan Richards
- City Council Representative Selvena N. Brooks-Powers
- Glory Light Tabernacle International Ministry Inc. Co-Pastor Dr. Leonie Hall
- Battalion Pentecostal Assembly Senior Pastor David T. Cockfield
- Episcopal Health Services Inc. Senior Vice President and Chief External Affairs Officer, Renee Hastick-Motes
- Ocean Bay Community Development Corporation Executive Director, Ebony Beaty

DONOVAN RICHARDS
President

CITY OF NEW YORK
OFFICE OF THE
PRESIDENT OF THE BOROUGH OF QUEENS
120-55 QUEENS BOULEVARD
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718.286.3000
www.queensbp.org
info@queensbp.org

February 6, 2024

Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing to express my wholehearted support for the establishment of Lamad Averne Academy Charter School.

As Queens Borough President I have witnessed firsthand the pressing need for educational innovation and opportunity in the Arverne community. Under the leadership of Reverend Al Cockfield, the proposed charter school would address this need by offering an exceptional STEAM-focused curriculum that promises to enrich the lives of students and meet the growing demand for technology and science skills. Reverend Cockfield aims to create a school that will elevate educational standards and also foster a nurturing environment that supports the social and emotional development of every child.

The Lamad Averne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many children who currently face the burden of traveling far from their home neighborhoods to receive a quality education. As an Arverne native, Reverend Cockfield's commitment to economic empowerment and community upliftment is evident through his involvement in other significant projects, including the creation of affordable senior housing and the establishment of a state-of-the-art educational facility.

I believe the successful launch of this charter school will mark a transformative moment for Arverne, setting new standards of academic excellence and community engagement. That's why I urge the SUNY Charter Schools Institute to recognize the potential impact of this institution and to give it the support it deserves.

Thank you for your thoughtful consideration of this endorsement.

Sincerely,

[redacted]

Donovan Richards Jr.
President
Borough of Queens

CHAIR
TRANSPORTATION AND INFRASTRUCTURE

COMMITTEES
FINANCE
HOSPITALS
LAND USE
RULES, PRIVILEGES, AND ELECTIONS
SMALL BUSINESS

SUB-COMMITTEES
COVID RECOVERY AND RESILIENCY

THE COUNCIL
OF
THE CITY OF NEW YORK
SELVENA N. BROOKS-POWERS
MAJORITY WHIP
31st DISTRICT, QUEENS

ROCKAWAY OFFICE
1931 MOTT AVENUE, SUITE 410
FAR ROCKAWAY, NY 11691
TEL: (718) 471-7014
FAX: (718) 327-4794

LAURELTON OFFICE
222-02 MERRICK BLVD.
LAURELTON, NY 11413
TEL: (718) 527-4356
FAX: (718) 527-4402

CITY HALL OFFICE
250 BROADWAY, SUITE 1865
NEW YORK, NY 10007
TEL: (212) 788-7216
FAX: (212) 227-1210

February 7, 2024

Ms. Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I write to express my strong support for the establishment of Lamad Arverne Academy Charter School. As the New York City Council Member representing Arverne, I supported a ULURP action to build a brand-new school for this neighborhood and believe the proposed charter school will expand educational opportunity and benefit this long-underserved community.

Under the leadership of Reverend Al Cockfield, the proposed charter school aims to offer a STEAM-focused curriculum that promises to enrich the lives of students and meet the growing demand for technology and science skills. The vision is not only to elevate educational standards but also to foster a nurturing environment that supports the social and emotional development of every child.

The Lamad Arverne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many families who currently face the burden of commuting outside their locality to access quality education.

I believe that the successful launch of this charter school will mark a transformative moment for Arverne, setting new standards of academic excellence and community engagement. I urge the SUNY Charter Schools Institute to recognize the potential impact of this institution and to lend it

the support it deserves. Please feel free to contact my office with any additional questions.

Sincerely,

[redacted]

Selvena N. Brooks-Powers
Majority Whip
New York City Council
District 31, Queens

Battalion Pentecostal Assembly, Inc.

454 Beach 67th Street, Arverne NY 11692 Tel: (718) 634-7172 Fax: (718) 634-3178
Sr. Pastor: Apostle David T. Cockfield Email: info@bparock.org

David Cockfield
454 Beach 67th Street
Arverne, NY 11692
[redacted]
718-634-7172
February 7, 2024

Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

As a Senior Pastor and a committed advocate for quality education within Arverne, it is with great enthusiasm that I recommend the approval of Lamad Averne Academy Charter School. This institution represents a critical step toward addressing the educational disparities that our community faces.

The leadership team, spearheaded by Reverend Al Cockfield, brings a diverse set of skills and an unwavering dedication to both academic excellence and community service. The team's collective expertise is exactly what Arverne needs to ensure that its youth receive the best possible education within their own community.

The Lamad Averne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many families who currently face the burden of commuting outside their locality to access quality education. As an Arverne native, Reverend Cockfield's commitment to economic empowerment and community upliftment is evident through his involvement in significant developmental projects, including the creation of affordable senior housing and the provision of a state-of-the-art educational facility.

"But we will give ourselves continually to prayer and to the ministry of the word." Acts 6:4

With a comprehensive STEAM curriculum and a focus on nurturing essential life skills, Lamad Averne Academy Charter School is poised to empower students to excel both in their academic pursuits and as active, responsible members of society. This school will also serve as a catalyst for local economic growth and societal betterment, aligning with Reverend Cockfield's ongoing efforts in community development projects.

I am confident that Lamad Averne Academy Charter School will make a significant and positive impact on our community. I implore the SUNY Charter Schools Institute to provide the necessary support to make this vision a reality.

Yours sincerely,

[redacted]

David T. Cockfield

"But we will give ourselves continually to prayer and to the ministry of the word." Acts 6:4

EHS
EPISCOPAL HEALTH SERVICES INC.

February 6, 2024

Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

Episcopal Health Services Inc., (EHS) is a health system located on the Rockaway Peninsula in Queens, New York. We provide emergency and ambulatory care to the densely populated, culturally and economically diverse, and medically underserved Rockaways and the Five Towns populations. As the largest employee of the Rockaway peninsula we understand the value of having strong community partners and often hear the concerns of our community members. Social determinants of health is something we monitor often and have heard through community members that education is a key factor in building a healthy community.

With that said, I am writing to express my wholehearted support for the establishment of Lamad Arverne Academy Charter School. As SVP & Chief External Affairs Officer and the President of the St. John's ICARE Foundation of EHS, I understand the pressing need for educational innovation and opportunity in the Arverne community.

Under the leadership of Reverend Al Cockfield, the proposed charter school aims to offer an exceptional STEAM-focused curriculum that promises to enrich the lives of students and meet the growing demand for technology and science skills. Reverend Cockfield's vision is not only to elevate educational standards but also to foster a nurturing environment that supports the social and emotional development of every child.

The Lamad Arverne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many families who currently face the burden of commuting outside their locality to access quality education. As an Arverne native, Reverend Cockfield's commitment to economic empowerment is evident through his involvement in significant developmental projects, including the creation of affordable senior housing and the provision of a state-of-the-art educational facility.

327 BEACH STREET | FAR ROCKAWAY, NEW YORK 11691 | WWW.EHS.ORG

I believe that the successful launch of this charter school will mark a transformative moment for Arverne. It will set new standards of academic excellence and community engagement. I urge the SUNY Charter Schools Institute to recognize the potential impact of this institution and to lend it the support it deserves.

Thank you for considering this endorsement.

[redacted]

Renee Hastick-Motes, MPA
SVP & Chief External Affairs Officer
President, St. John's ICARE Foundation

OCEAN BAY COMMUNITY DEVELOPMENT CORPORATION
Today's Dreams, Tomorrow's Realities

434 Beach 54th Street (mail)
443 Beach 54th Street (office)
Arverne, NY 11692
Tel: 718.945.8640
Fax: 718.945.8642

CHAIR
Bridie Wheeler

MEMBERS
Ann Howard
Patsy Simmons
Bernadette Luina

EXECUTIVE DIRECTOR
Ebony Beaty

2/5/2024

Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing to express my wholehearted support for the establishment of Lamad Averne Academy Charter School.

As Executive Director of Ocean Bay Community Development Corporation], I have witnessed firsthand the pressing need for educational innovation and opportunity in the Arverne community.

Under the leadership of Reverend Al Cockfield, the proposed charter school aims to offer an exceptional STEAM-focused curriculum that promises to enrich the lives of students and meet the growing demand for technology and science skills. Reverend Cockfield's vision is not only to elevate educational standards
but also, to foster a nurturing environment that supports the social and emotional development of every child.

The Lamad Averne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many families who currently face the burden of commuting outside their locality to access quality education. As an Arverne native, Reverend Cockfield's
commitment to economic empowerment and community upliftment is evident through his involvement in significant developmental projects, including the creation of affordable senior housing and the provision of a state-of-the-art educational facility.

I believe that the successful launch of this charter school will mark a transformative moment for Arverne, setting new standards of academic excellence and community engagement. I urge the SUNY Charter Schools Institute to recognize the potential impact of this institution and to lend it the support it deserves.

Thank you for considering this endorsement.
Sincerely,

[redacted]

Ebony Beaty
Executive Director
[redacted]
718-945-8640 [redacted]

GLORY LIGHT TABERNACLE
INTERNATIONAL MINISTRY, INC.
14-10 Beach Channel Dr. | Far Rockaway, New York 11691
URL: www.glorylighttabernacle.org | **E-mail:** info@glorylighttabernacle.org | **Phone:** 718-868-4588
Senior Pastor: Bishop Lennox L. Hall * **Co-Pastor:** Dr. Leonie H. Hall * **Assistant Pastor:** Greta D. Holde

Dr. Leonie Hall
1621 Caffrey Ave
Far Rockaway, NY 11691
[redacted]
02/05/2024

Kathryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

As Co-Pastor of Glory Light Tabernacle Int'l Ministry Inc. of Far Rockaway, I am delighted to express my wholehearted support for the establishment of Lamad Averne Academy Charter School, in the Arverne community.

Under the leadership of Reverend Al Cockfield, the proposed charter school aims to offer an exceptional STEAM-focused curriculum that promises to enrich the lives of students and meet the growing demand for technology and science skills. Reverend Cockfield's vision is not only to elevate educational standards but also to foster a nurturing environment that supports the social and emotional development of every child.

The Lamad Averne Academy Charter School is set to become a cornerstone of learning and community development. It will serve as a beacon of hope for many families who currently face the burden of commuting outside their locality to access quality education.

Reverend Al Cockfield and his leadership team brings a diverse set of skills and an unwavering dedication to both academic excellence and community service. The team's collective expertise is exactly what Arverne needs to ensure that its youth receive the best possible education within their own community.

I am confident that Lamad Averne Academy Charter School will make a significant and positive impact on our community. I implore the SUNY Charter Schools Institute to provide the necessary support to make this vision a reality.

Thank you for considering this endorsement.

[redacted]

Dr. Leonie H. Hall
Co-Pastor
Glory Light Tabernacle International Ministry, Inc.

4f. Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

NOTE: ***If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.***

Page 2 – Data Collection Report

Pages 3-24 Petition Signatures

Data Collection Report for Lamad Arverne Academy Charter School

Data Collection Dates: Tuesday, January 30 to Friday, February 2, 2024

Total Number of Signatures Gathered: 231

Summary:
The data collection efforts spanned four days - January 30 to February 2, 2024 with Lamad Arverne Academy Charter School conducting a data collection campaign aimed at gathering signatures. A total of 231 signatures were collected during this period. A varied selection of public locations were visited each day, to include:
Public Library at Arverne, The Child Center of NY on Beach Channel Drive, Lawrence Nursing Care Center, The United States Postal Services on Beach 60th Street, various Supermarkets, Corner Stores, Laundromats and Hair Salons.

Detailed Breakdown:

Tuesday, January 30, 2024:
On the first day of data collection, a total of 74 signatures were gathered. The team visited the following locations:

- ☐ Queens Public Library at Arverne
- ☐ Lawrence Nursing CAre Center
- ☐ Beach 54th Street
- ☐ Beach Channel Drive
- ☐ Beach 56th Street

Wednesday, January 31, 2024:
The second day saw the collection of 42 signatures. The team visited:

- ☐ The Child Center of NY - 57-10 Beach Channel Drive
- ☐ New Way Supermarket
- ☐ Beach 57th Street
- ☐ Beach 58th Street

Thursday, February 1, 2024:
On this day, 43 signatures were gathered. The team visited:

- ☐ United States Postal Services
- ☐ Beach 60th Street
- ☐ Arverne Blvd

Friday, February 2, 2024:
The final day of data collection yielded 72 signatures. The team visited:

- ☐ Beach Channel Drive
- ☐ Urway Laundromat
- ☐ Beach 66th Street
- ☐ Beach 67th Street
- ☐ 67 Fresh Supermarket

Conclusion:

The response from the Arverne community has been overwhelming, with residents, parents and stakeholders coming together to advocate for improved educational opportunities for their children. This demonstrated the strong desire for accessible, high-quality education that is close to home.

LAMAD ARVERNE ACADEMY CHARTER SCHOOL

Petition Summary:	Our community is growing, and so is the demand for accessible and high-quality education. Opening a new school in Arverne will address this pressing need, providing local families with a reliable and enriching educational option.
Action Petitioned for:	You are advocating for the establishment of a new school in Arverne. Your support signifies a commitment to fostering an environment where our children can learn, grow and succeed

NAME	ADDRESS	EMAIL	SIGNATURE Signature [redacted]
[redacted]	[redacted]	[redacted]	[redacted]

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(OPTIONAL)

NAME	ADDRESS	EMAIL	SIGNATURE Signature [redacted]
[redacted]	[redacted]		

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(OPTIONAL)

NAME	ADDRESS	EMAIL	SIGNATURE / TELEPHONE
[redacted]			Signature

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NAME	ADDRESS (optional)	SIGNATURE
[redacted]		[redacted]

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[redacted]			

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(optional)

NAME	ADDRESS	EMAIL	Signature [redacted]
[redacted]			

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NAME	ADDRESS	EMAIL	Signature [redacted]
[redacted]			

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(OPTIONAL)

NAME	ADDRESS	EMAIL	Signature [redacted] TELEPHONE
[redacted]			

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[redacted]			

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[redacted]			

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NAME	ADDRESS	EMAIL	Signature [redacted]
[redacted]	[redacted]	[redacted]	[redacted]

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NAME	ADDRESS	EMAIL	Signature TELEPHONE
[redacted]	[redacted]		

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NAME	ADDRESS	EMAIL	Signature TELEPHONE
[redacted]			

5. Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy); and*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

NOTES:

- *A charter school may not open serving only Kindergarten unless it is an existing SUNY authorized education corporation seeking to open an additional school.*
- *Unless there is a compelling reason, a charter school must enroll a minimum of 50 students at a single site by its second year of operation. If you believe there is a compelling need for an exemption to this requirement, contact the Institute before submitting your application.*
- *If a school's enrollment at any point in its first two years of operation exceeds 250 students, all employees of the school would be deemed members of a separate bargaining unit of the same employee organization that represents similar employees of the school district of location.*
- *The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.*

LAACS aspires to open on or around August 25, 2025, with an inaugural class of 75 kindergarten and 75 first grade students. Employing the proven slow growth model utilized by many high performing charter schools nationwide, LAACS will add one grade level of 75 additional students per year, until the school reaches full enrollment with 450 elementary school students in kindergarten through fifth grade in year 2029. This grade configuration aligns with CSD 27 elementary schools, which generally serve students through the fifth grade, and provides a natural transition point to middle school.

The LAACS slow growth model will allow for the thoughtful and purposeful establishment and cultivation of the school's culture of high expectations combined with a close-knit family environment, as well as provide ample time to facilitate the creation and refinement of grade level curriculum and professional development systems that will be necessary to simultaneously meet all students where they are and push them forward.

As a public school, LAACS will demonstrate its commitment to providing quality educational choice options to as many students as possible by backfilling all seats that become available over the course of the year, in every grade level. Through this policy, the school will maintain a consistent enrollment without the winnowing effect of attrition on cohort size if families move, etc. LAACS plans to enroll

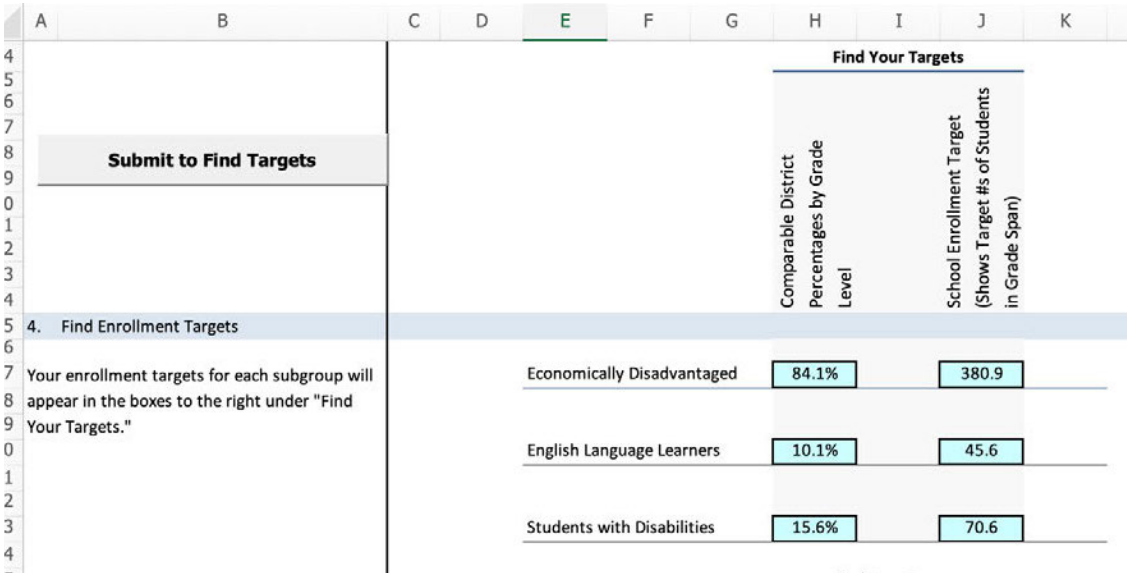
three classes of 25 students each at each grade level. The table below displays our proposed enrollment structure through the school's first charter term.

After LAACS has established a solid record of academic and organizational success during the school's first charter term, and dependent on student and family demand, the board will thoughtfully consider the possibility of requesting permission to expand to serve its students through middle school. This would ensure that LAACS students are prepared to enter high school and succeed in college.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found on our website;*
- *Describe the recruitment strategies the school will employ to attract each target population to the school;*
- *Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,*
- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.*



LAACS recognizes that to reach the above enrollment targets for ELLS (10.1%), economically disadvantaged students (84.1%) and students with disabilities (15.6%), it will be incumbent upon the school to have extensive outreach and marketing efforts particularly to families who might not otherwise seek out information about school options within the district. Further, the outreach and marketing efforts will only be successful if the School can back up its desire to serve these targeted

populations with an academic model that has the staffing, programs and interventions in place to truly meet the needs of these special populations and has a school culture that welcomes these special populations and their families. Without having an academic program, organizational model and school environment aligned with serving these populations of students, LAACS would not be able to convince parents of these students that our environment would be the right place for their children. The School's educational program reflects this desire as it was purposefully designed to meet the needs of this expected student population.

LAACS will engage in multiple strategies to recruit student applicants. LAACS will implement these measures with special consideration for parents of children with disabilities, who are economically disadvantaged, or who are ELLs. Generally, the outreach plan includes the following components:

1. LAACS will canvass the community to disseminate information on LAACS with flyers about the school and student applications for the upcoming school year (when available). Ads will be placed in local newspapers, including newspapers that cater to the Black and Latino population in CSD 27. These documents will be distributed in housing projects, CBOs, houses of worship, public libraries, and other venues which families, especially non- English speaking parents and low-income families with children in pre-school or daycare frequent. Materials distributed at these venues will provide as much information as needed for parents to complete the application, but will also provide information on the school's website, information to contact the school with questions and any upcoming School Open Houses or local information sessions to attend. Ways by which materials and student applications (inclusion with the Sunday pennysaver, for instance) can be distributed directly under the doors of residents of low-income public housing projects will also be identified and explored. Outreach materials will be developed in Spanish as well as English, to ensure that parents whose first language is not English will have opportunities to learn about the school.

2. LAACS representatives, including the Executive Director, Principal, Assistant Principal, and teachers (especially intervention teachers), as appropriate, will host family information sessions not only at the school, but more importantly in locations within the identified communities—such as in houses of worship, local CBOs, housing project community rooms, daycare facilities, etc. These meetings, which will be also accessible to families who speak Spanish through translators, will highlight the academic program, curriculum, key design features and welcoming and inclusive school culture, support services, and importantly for families which might live more than walking distance from the school location, transportation options to the school. Information materials will also be available at these meetings, including the student application. Parents will be encouraged to complete the student application at the conclusion of each of the meetings for collection there or for return at a later date.

3. After the first year of operations, the School will seek the support of parents, especially those from economically disadvantaged backgrounds, non-English speaking backgrounds and parents of special needs students, to be volunteer Ambassadors for the School providing entrée to additional community organizations, houses of worship and housing developments that would be fruitful areas in which to engage in the School's marketing and recruitment efforts.

The outreach plan will be comprised of an intensive, targeted and ongoing community information strategy, conducted by the founders group and LAACS school staff when hired to: a) build widespread community awareness about LAACS; b) demonstrate to parents in the community the importance of education and the critical role of parental involvement in the academic achievement and outcomes of children; and c) inform parents about LAACS' curriculum and academic model, especially related to

the staff, resources and instructional strategies devoted to supporting ELLs in acquisition of and proficiency in the English language and the staff and resources the school in which it will be investing to serve students with disabilities—including kinds of special education services it will offer on site (resource room, CTT), our robust special education staffing and our inclusion model.

LAACS will also engage in specific outreach to families with children who are identified as special education and/or ELL students by: (1) reaching out to community-based organizations that serve populations whose language and ethnic diversity reflect the communities the School will serve, (2) translating documents and materials into other languages spoken in the communities that the School will serve and providing, when necessary and where practical, translators for families who do not speak English during in-person events/meetings for prospective families, (3) leveraging the community-based contacts of LAACS's founding board to reach into various language minority communities as well as community organizations and agencies that provide services to immigrant families and families of children with disabilities, and (4) advertising in local community newspapers with descriptions of how the LAACS is a special education-friendly and ELL- friendly school environment. The responsible staff person at LAACS who will oversee the communications will be the Executive Director, with the Board of Trustees' assistance, as needed.

LAACS will implement a multi-media campaign, including both social and print media. It will establish a website that will convey information about the School, its curriculum, and its events and activities. The outreach activities and materials will stress the following: a) our commitment to educational excellence, strong academic focus with its STEAM focus, rigorous curriculum and instructional staff; b) our extended day and extended year program; c) the resources devoted to the school's special education program, the CTT model and the specific services offered to this population; g) the engagement of parents in the school community; and d) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help all students achieve.

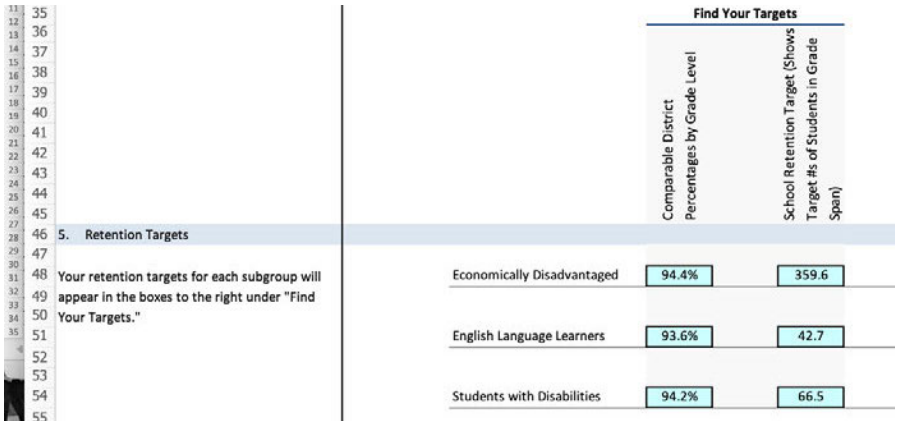
The board does not currently intend to have an at-risk preference at the school to facilitate the meeting of our designated enrollment targets; rather, LAACS believes that our comprehensive strategy that involves the School bearing the onus of going out into the identified communities and actively recruiting families to apply will result in the applicant pool being comprised of a significant number of families of children with disabilities, children from poverty-level homes and children who are ELLs. While the rest is up to the luck of the draw in the lottery, the fact remains that should the pool be comprised of a significant percentage of these special student populations the rules of probability should result in student enrollment meeting prescribed targets.

As described more completely in Response 8a-d-Specific Populations, LAACS will provide a comprehensive academic program and staffing model to address the needs of ELLs, Special Education students and poverty-level students (Title I) that will ensure the retention of these special populations. First and foremost, LAACS believes that parents will not leave a school where they know that their children are learning at a high level, are being prepared for the competitive and global society they will enter upon completion of their formal education, are cared for, safe and nurtured and are welcome and celebrated. This describes the school that LAACS will be for parents and children who are enrolled. The school we create and the welcoming community we foster for all the stakeholders, including parents and children who represent these special populations, will be instrumental in allowing us to retain families and their children as they progress from grade to grade.

LAACS's outreach strategy to inform parents about and encourage them to seek admission to the school (which will be carried out in English and Spanish, as well as any other language it is determined will be effective in reaching non-English speaking families) will include efforts to promote and emphasize the importance of education and parental engagement in the academic and social development of their children. LAACS founders recognize that many parents and family members of prospective students, especially those from poverty or immigrant backgrounds, may have limited experience with the educational process and limited access to information about educational options, particularly charter schools, for their children. Parents who might have low levels of educational attainment and/or little understanding of what happens in their children's schools are less likely than others to be involved in their children's education[1] and, by extension, to make knowledgeable decisions regarding educational options—including selection of charter schools—for their children. LAACS is sensitive to the needs of these families who may need additional support to make educational decisions for their children. Thus, LAACS will leverage its relationships and activities with community-based organizations, houses of worship and community leaders, including particularly through members of the founding board, to reach a broad and diverse group of parents, especially those parents of children who are ELLs and are members of economically disadvantaged families. As part of its awareness-building initiatives, LAACS founding Board members and the Principal, when hired, will connect with parents and inform them about the critical importance of being engaged and proactive in decision-making about their children's educational experiences.

LAACS will ensure there are no "barriers to entry" in the school's charter application process- for example, policies that applications must be picked up in person at the school or returned in person to the school during school hours. This would likely prevent low income families (many of which are headed by a single mother) from applying to the school because they do not live in close proximity to the school, they have multiple young children in the home that prevent them from leaving the home during school hours, they hold down multiple jobs to support the family and cannot take time off from work, among many other legitimate reasons. To prevent any barrier to entry for these families to apply to the school, parents will be provided with multiple ways to return a completed application—by regular mail, in person, via fax, or e-mail.

Retention Targets for Initial Charter Term



5. Retention Targets

Your retention targets for each subgroup will appear in the boxes to the right under "Find Your Targets."

Find Your Targets

	Comparable District Percentages by Grade Level	School Retention Target (Shows Target #s of Students in Grade Span)
Economically Disadvantaged	94.4%	359.6
English Language Learners	93.6%	42.7
Students with Disabilities	94.2%	66.5

[1] Delgado-Gaitan, C. (1990). Literacy for empowerment: The role of parents in children's education. New York: The Falmer Press.

LAACS is committed to making the investment in the instructional specialists and resources that will be required to ensure that all students achieve at high levels- which will effectively retain each of the specific populations outlined above at the school. With regard to students with special needs, LAACS will employ a Special Education Coordinator who in addition to his or her responsibilities to administer the special education program at the school, will have instructional responsibilities. The special education staffing model allows for us to create a CTT setting on each grade level, thus our school can be an appropriate environment for special education students who require this educational setting. In addition, special education support can be provided in a resource room as necessary. To the extent allowed by the student's IEP, students are provided with related services in the classroom through the school's inclusion model. Such a model illustrates the welcoming environment that LAACS has for all students and the value it places on children of all backgrounds and needs learning together in the same classroom.

The School will have a Reading Specialist on staff beginning in Year 1. The Reading Specialist will provide intensive support for students struggling with reading (which we expect will include students from high poverty backgrounds as the research indicates, ELLs and other students, generally, from the school). The Reading Specialist will provide direct intervention to identified students in the classroom as well as in pull-out sessions designed to provide more targeted intervention to students at risk of not meeting proficiency standards in ELA. The Reading Specialists will also support teachers in incorporating reading intervention strategies in their own teaching.

LAACS will have an intensive instructional model with a teacher and teacher assistant in each classroom. This co-teaching model allows for increased opportunities for differentiated instruction for all learners, particularly these special student populations.

LAACS will have in place a process for continued program assessment that will allow us to measure the efficacy of our instructional strategies and interventions targeted to these special groups. A system called Progress Monitoring will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice[2] that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis, including disaggregated based on ELLs, special education, and economically disadvantaged students.

Students will be monitored closely and regularly by their teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists, and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

[2] Office of Special Education Programs (OSEP): National Center on Student Progress Monitoring.

The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for struggling students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine the progress of struggling students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to struggling students, where necessary.

Finally, parents will keep their children in school because they themselves will feel engaged in the school. The School's culture of fostering communication between school and home and parental involvement in the school and their child's education as described more fully in Response 15- School and District Relations, will allow parents to recognize that they are viewed by the school's leadership and staff as important and contributing members to the school community. Parents will be welcomed in the school and will have a voice in the school. The leadership and instructional staff will communicate regularly with parents, including through the school's website which will have classroom portals for parents to see what is going on in their particular child's classroom; parents will also be encouraged to initiate communication with the leadership and teachers and will be provided with ways to do so as teachers and administrators will have their own e-mail addresses and phone numbers with voicemail boxes which will be made available to parents. Parent engagement will be implemented with respect to all families, including those who do not speak English. All written materials for parents and families will be translated into Spanish and any other language(s) required by our parent community and translators will be available during individual meetings with parents as well as during larger meetings of the parent body.

Note: Including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request. The proposed enrollment should be entered in exact absolute numbers (e.g. 135) and not as a range (e.g. 130-140).

Note for replicators: Include separate enrollment charts for both the proposed new school and for the overall education corporation.

Lamad Arverne Academy Charter School's Proposed Enrollment					
	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	75	75	75	75	75
1st Grade	75	75	75	75	75
2nd Grade	-	75	75	75	75
3rd Grade	-	-	75	75	75
4th Grade	-	-	-	75	75
5th Grade	-	-	-	-	75
Total	150	225	300	375	450

Combined Enrollment of Lamad Arverne Academy Charter School and Lamad Academy Charter School					
	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	75	75	75	75	75
1st Grade	75	75	75	75	75
2nd Grade	-	75	75	75	75
3rd Grade	-	-	75	75	75
4th Grade	-	-	-	75	75
5th Grade	-	-	-	-	75
6th Grade	100	100	100	100	100
7th Grade	100	100	100	100	100
8th Grade	100	100	100	100	100
Total	450	525	600	675	750

Response 5d. Admissions Policy

> Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. "backfill"), and if applicable, the date after which the school would no longer accept students.
>
> Further Institute guidance relating to school admissions, including the new employee and CMO employee preference, is available on our website.
>
> ***Note for replicators: (1) Education corporations operating an existing Universal Full-Day pre-Kindergarten may provide a preference to those students in admission to the Kindergarten of a new school(s), but should do so consistently across all schools. This preference does not extend to pre-Kindergarten programs operated by community based organizations related to the charter school(s). (2) In the case of an existing education corporation proposing to operate an additional school, note that each school may have its own distinct admissions policy; they do not need to be uniform across schools.***

LAACS is committed to employing a transparent and equitable admission policy. In its first year of operation, the school will enroll 75 kindergarten and 75 first grade students. The school will add a new kindergarten class, consisting of 75 students each year, until we reach full enrollment as a kindergarten through fifth grade school, with 450 students.

The school will not limit the admission of any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, ancestry, sexual orientation, athletic ability, or prior academic achievement record. Enrollment preference is granted to students returning to the charter school in any subsequent year of operation, siblings of students already enrolled in the school, children of employees of the charter school (up to the statutory limit) and students residing in CSD 27. LAACS will likely use the New York State Education Department (NYSED) Weighted Lottery Generator if outreach determines additional preferences are necessary for the school to achieve parity with the district's enrollment of at-risk students.

Application and Admission Procedures, Including Plan for Public Lottery

LAACS will disseminate information about the charter school admissions policy to the community at large through all forms of conventional media, publicly held meetings, mass mailings and other forms of community outreach. LAACS will also disseminate information about the charter school throughout its trustees' professional and personal networks throughout the community.

Student recruitment materials will be thoughtfully designed to ensure that the school's student body includes significant numbers of ELLs, SWDs and economically disadvantaged students. Informational materials will inform families that LACS offers a tuition-free

education, as well as emphasize the school's focus on high expectations through its academic programming and inclusive supports for all students.

In accordance with the New York Charter Schools Act, LAACS will accept applications from January 1st through April 1st of each year. LAACS will also enter into the New York Charter School Uniform Application. For the lottery conducted prior to the first operational year, the school will accept applications from students entering kindergarten and first grade. Prior to opening, applications will be available for pick up at various CBO sites, via mail by request, for download from the school's website, and from the school's social media pages. After the first operational year, applications will be available in the main office of the school and on the school's website.

Parents and guardians will be able to complete applications in person at the school site, with assistance as necessary, or submit completed applications by mail or email. LAACS staff will date all completed and received applications to indicate receipt and record the initials of the staff member accepting the application. For applications received by email, school staff will send dated return e-mails acknowledging receipt. LAACS will publicize the date and time of the lottery once the application deadline date has passed.

If the number of applicants exceeds available seats, each applicant will be entered into a lottery. Admission preferences will be provided according to the following order:

- Returning students;
- Siblings of current LACS students;
- Children of employees of the charter school, provided that the number of such children may not exceed 15% of the charter school's total enrollment;
- Applicants residing in CSD 27; and then
- All other applicants.

LAACS will maintain detailed lottery records to document its process. The school will make lottery results available, as required by the Commissioner's regulations. LAACS will utilize the NYSED Weighted Lottery Generator once annually and will obtain NYSED approval to use the Weighted Lottery Generator in the event that the school's enrollment policy or preferences change.

LAACS will develop a waitlist from the list of students who did not gain admission through the lottery on an annual basis, with each student on the waitlist ranked in the order in which his or her name appeared on the Weighted Lottery Generator-produced final admissions list. When a seat becomes available at any point during the academic year, it will be backfilled, using the waitlist. We will proceed in order of the waitlist, contacting each family until the seat is filed. We will make multiple attempts to contact each family before moving on to the next family. If reasonable attempts to contact the family are unsuccessful, or if a family does not respond within 48 hours from the time of the third contact, LAACS will remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual

admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Once a student has been admitted to LAACS, his/her parents or guardians will be notified by letter via first class mail and also an email. This notification will include a list of forms that need to be completed, including proof of age, immunization records (prior to entering school) and proof of address. Each admitted student is automatically guaranteed a seat at LAACS for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents and guardians will be asked to submit a letter to confirm their intent to reenroll their child in the school for the following year.

LAACS has no admissions criteria for its incoming students and will administer no tests or interviews to student applicants during the application process.

Withdrawal or Transfer Procedures

Parents and guardians may elect to withdraw their child from LAACS at any time for any reason by completing a withdrawal form available in the school's main office. Signed withdrawal forms must be returned to the main office and officially logged for records purposes. ATS will then be informed of the withdrawal and LAACS's billing for the student will cease. If a parent/guardian's signature cannot be obtained, then the student will be considered officially withdrawn at the latest after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file will be moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files will be maintained in a locked cabinet in the main office and filed by the year of withdrawal.

In the case that returning students do not attend school regularly, they are subject to the same rules that apply to students absent during the school year as set forth in NY Education Law §3202(1-a). Following students' first absence, LAACS will call home. If the student does not report to school within the 20 consecutive day statutory timeframe, the returning student and parent(s) will be notified in writing of the right to attend a conference and re-enter the school. If the student or parent(s) fail to attend the conference after reasonable notice, the school may drop the student from enrollment. A final notice to the student must inform the student of the student's right to enroll in a district school.

LAACS's staff will not share information about any withdrawn student unless an official request has been made from another school on behalf of the student who withdrew, a billing inquiry from the NYCDOE, or an inquiry from SUNY or NYSED.

6. Curriculum and Instructional Design

NOTE: The responses to Requests 6(a-f) together may not exceed a total of 50 pages in length. This does NOT include Request 6(g) - Draft Accountability Plan. The Institute encourages applicants to use Requests 6(a-f) to develop a narrative explaining in detail the proposed school's academic program and use Request 23 – Supplemental Information to provide any supporting curricular artifacts (e.g., planning templates, pacing calendars, evaluation rubrics, etc.).

a. Curriculum Selection Process

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;
- Discussion of how the school's curriculum is aligned to New York State standards;
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes;
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources; and,
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

Lamad Arverne Academy Charter School (LAACS) is committed to empowering K-5 students with the skills and knowledge necessary to excel in both their academic and future professional endeavors. At the heart of our mission is the provision of a comprehensive STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum designed to bridge the gaps in STEM education while integrating the creative and critical thinking fostered by the Arts. We have meticulously crafted a curriculum to meet rigorous New York State Academic Standards and is tailored to engage students through a multidisciplinary approach that combines the foundational principles of STEM with the innovative and expressive capabilities of the Arts.

Understanding the critical role of STEAM education in fostering innovation, creativity, and problem-solving skills, LAACS aims to provide a learning environment that stimulates students' curiosity and enthusiasm for advanced studies in these fields. We recognize the disparities highlighted in the 2011 Education Supports Racial and Ethnic Equality in STEM Report, which underscore the underrepresentation of students of color in STEM careers. LAACS is determined to address this challenge by making significant strides toward inclusivity and equal opportunity in STEAM fields, particularly for students in the Rockaway Penisula.

Our curriculum is built on a foundation of inquiry and project-based learning strategies, emphasizing real-world applications to enhance student engagement and understanding. By incorporating critical thinking, collaboration, and innovative problem-solving into our teaching methods, we plan to prepare students for the complex challenges of the 21st century. The integration of the Arts into our STEAM curriculum not only enriches students' educational experiences but also cultivates their creativity, imagination, and appreciation for diverse perspectives and cultures.

We prioritize the development of strong literacy skills across all content areas, ensuring that our students achieve proficiency in reading and writing by the end of third grade. Our student-centered classrooms foster

an environment where students can work collaboratively, engage in independent learning, and become lifelong learners equipped with the skills necessary for success in STEM-related college programs and careers.

Literacy K-5	
Wit & Wisdom	
Overview	LAACS will use the same ELA curriculum across all grades K-5. Wit & Wisdom is a comprehensive K-8 ELA curriculum that provides a framework for inquiry and helps students build rich layers of knowledge. Wit & Wisdom students are invited to read content-rich and complex texts that build their knowledge of important topics as they master literacy skills. Core texts are wide-ranging, varied, and provide a careful balance of literary, informational, and fine arts texts. Wit & Wisdom consists of modules that focus on a topic or theme that builds students' content knowledge through the use of rich interdisciplinary grade-level texts. Essential topics strategically reoccur, empowering students to deepen their understanding of core knowledge across Grade K-8. Through this program, students will develop reading, writing, speaking, listening, vocabulary, and language skills in concert. They do this through carefully selected content-rich and complex texts that build both knowledge and skill. The texts provide a careful balance of literary, informational, and fine arts. Support materials provide ample resources for leaders, teachers, students, and families to support in effective implementation of the curriculum.
Research	Wit & Wisdom has received a "Meets Expectations" rating in all categories grades K-8 from EdReports. "Wit & Wisdom (2016) - Series Overview." EdReports, 2020, https://www.edreports.org/reports/ela?search=Wit%20Wisdom
Standards Alignment	It is directly aligned to the New York State Academic Standards. Supplemental support can be provided for schools looking to strengthen their alignment with the standards.
Philosophy Alignment	Wit & Wisdom aligns to the mission and vision of LAACS by empowering students to build knowledge and content across disciplines. It also allows for connections to meaningful and authentic projects, which the school will engage in throughout the year.

Literacy K-2	
Wilson's Fundations®	
Overview	LAACS will leverage Wilson Fundations® in grades K-2 to supplement the Wit & Wisdom program. Using Fundations® as a phonics program will lay the groundwork for lifelong literacy. This curriculum utilizes a structured literacy approach grounded in the science of reading. The program's research-based approach and extensive materials allow K–3 teachers

	to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques.
Research	Wilson Fundations® has received a "Partically Meets Expectations" rating in K-3 from EdReports. https://www.edreports.org/reports/ela?search=Wilson%20Fundations
Standards Alignment	Wilson Fundations® is aligned with the science of reading and guides teachers to provide effective instructional practices.
Philosophy Alignment	Wilson Fundations® seamlessly integrates with our mission and vision by setting high academic expectations through its structured literacy program, designed to lay a strong foundation for reading and writing excellence.

Literacy 3-5	
Lavinia Group Close Reading for Meaning™ (Grades 3-5)	
Overview	LAACS will leverage Lavinia Group's Close Reading for Meaning™ curriculum for grades 3-5 to supplement the Wit & Wisdom program. This curriculum provides students an opportunity to analyze, discuss, and write about short texts across a 3-day cycle focused on both main idea and craft and structure. The purpose of this method is to teach students to independently access and understand any text they encounter with joy, confidence, and precision. Teachers will receive a range of texts, with an emphasis on providing students both with windows into different perspectives and mirrors reflecting their own experiences. Along with the texts come corresponding lesson guides.
Research	Lavinia Group's Close Reading for Meaning™ has supported hundreds of schools in achieving exceptional student outcomes. Research also shows that close reading of the complex text is critically important for students. In New York City Public Schools that used the Close Reading for Meaning Approach, a 21% increase in ELA was achieved. Paul, R., & Elder, L. (2003). Critical Thinking and the Art of Close Reading. Journal of Developmental Education Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press. Jones, B., Chang, S., Heritage, M., Tobiason, G, Herman, Joan. From the College and Career Ready Standards to Teaching and Learning in the Classroom. Supporting Students in Close Reading. National Center for Research on Evaluation, Standards, and Student Testing, UCLA Graduate School of Education & Information Students
Standards Alignment	Lavinia Group's Close Reading for Meaning™ method cycles through a wide range of reading, writing, and speaking standards over the course of the year with an emphasis on standards related to main idea understanding and craft and structure elements essential to the grade.
Philosophy Alignment	Close Reading for Meaning™ aligns to our mission and vision at LAACS because we believe in a classroom that is focused on meaning-based student discussion rather than an emphasis on procedures. Through Close Reading for Meaning™ students will build their

	confidence in analyzing and discussing texts, a skill that is necessary outside of the four walls of our school.

Math	
Eureka Math K-5	
Overview	LAACS will implement Eureka Math across all grades K-5. Eureka Math is a holistic curriculum that carefully sequences mathematical progressions in expertly crafted modules, making math a joy to teach and learn. It is a rigorous, coherent core curriculum that focuses on students understanding the why behind the numbers. Eureka Math focuses on layering concepts over time in a way that creates enduring understanding for students. Students gain a complete body of math knowledge, not just a discrete set of skills. The program uses the same models and problem methods across grades so that math concepts stay with students. Eureka Math provides teacher guides as well as print materials for students.
Research	According to EdReports, Eureka Math has received a "Meets Expectation" rating in all categories for grades K-5. "Eureka Math (2015) - Series Overview." EdReports, https://www.edreports.org/reports/overview/eureka-math-2015.
Standards Alignment	Great Minds Eureka Math Curriculum provides detailed crosswalks for the New York State Standards, ensuring that teachers and leaders have a strong scope and sequence that will guide academic alignment. https://greatminds.org/resources/products/new-york-standards-alignment-study
Philosophy Alignment	Eureka Math aligns with our mission and vision by embodying high academic expectations through its comprehensive curriculum that fosters deep mathematical understanding and critical thinking skills.

Math	
Lavinia Group Math for Meaning™ Story Problems (Grades K-5)	
Overview	LAACS will leverage Lavinia Group's Math for Meaning™ Story Problems curriculum and approach to supplement Eureka Math. Students will solve one carefully selected problem using a variety of strategies and then engage in an intentional discourse to illuminate underlying mathematical concepts and thinking. Story Problems develops critical thinking and problem-solving skills, an understanding of the base-ten number system, and allows students to invent strategies for solving math problems. The curriculum provides a scope and sequence of problems, lesson guides, and tools for educators to implement this method in their classrooms.

Research	Lavinia Group's Math for Meaning™ Story Problems approach has supported hundreds of schools in achieving exceptional student outcomes. The curriculum cycles through a wide range of mathematical standards over the course of the year. The Math for Meaning Story Problems approach is grounded in Cognitively Guided Instruction, an approach to mathematical thinking that features rigorous student-to-student discourse and problem-solving opportunities. Research shows that students engaging in Cognitively Guided Instruction have shown significant gains in their ability to problem-solve. Carpenter, Thomas P, et al. Madison, WI, 1999, Cognitively Guided Instruction: A Research-Based Teacher Professional Development Program for Elementary School Mathematics. Research Report.
Standards Alignment	Lavinia Group's Math for Meaning™ Story Problems aligns with New York State standards by offering a curriculum that emphasizes conceptual understanding, procedural skills, and application through real-world problem-solving scenarios.
Philosophy Alignment	Lavinia Group's Math for Meaning™ Story Problems complements our mission and vision of maintaining high academic expectations by fostering a deep understanding of mathematical concepts through engaging and challenging real-world problem-solving.

Science	
Amplify Science K-5	
Overview	LAACS will implement Amplify Science across all grade levels. Amplify Science is a K-8 curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. This approach blends well with the instructional model of LAACS. We want our students to envision themselves utilizing their skills and talents in the workforce.
Research	From Ed Reports, Amplify Science has received a "Meets Expectation" rating. https://www.edreports.org/reports/overview/amplify-science-2022
Standards Alignment	Amplify Science is aligned to the Next Generation Science Standards (NGSS). The NGSS calls for deep linkages between the three dimensions of Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices. The NGSS includes eight science and engineering practices that show students how scientists and engineers actually investigate, model, and explain the real world, and design and produce effective solutions to real-world problems.
Philosophy Alignment	Amplify Science's comprehensive K–8 curriculum, rooted in real-world problem solving and scientific investigation, aligns with our STEAM focused mission by engaging students in rigorous science standards that foster the critical thinking and innovative problem-solving skills essential for future scientists and engineers.

Social Studies	
TCI Social Studies Alive! (Grades K-5)	
Overview	LAACS will implement TCI Social Studies Alive! The TCI approach integrates proven teaching strategies, engaging content, and meaningful technology to excite students and foster their love of learning. In elementary school, students will explore the fundamentals of the world—its communities, peoples, cultures—with hands-on, engaging social studies lessons.
Research	The TCI programs are designed with an Inquiry Based Learning approach. This approach has been widely researched and proven to increase student achievement. Most notably, the positive effects of inquiry-based learning have been noted to develop deep content knowledge and build skills in teamwork and collaborations by researchers Linda Darling Hammond and Brigid Barron. Barron, Brigid, and Linda Darling-Hammond. Teaching for Meaningful Learning. 2008. Mary Waddell K-5 Science, et al. "Curriculum Resources and Programs That Brings Learning Alive!" TCI, 7 Jan. 2021, https://www.teachtci.com/.
Standards Alignment	The TCI programs align directly to the New York State Standards through correlation guides specifically designed for the state. The correlation documents will guide scope and sequence planning and ensure that instruction is aligned and allows teachers to transition seamlessly from the physical classroom to blended-learning environments using various tools and resources in the curriculum. https://www.teachtci.com/social-studies-standards-correlations/
Philosophy Alignment	The TCI programs, with their Inquiry Based Learning approach, align with our mission of high academic expectations by fostering an environment that enhances student achievement through active exploration and critical thinking.

Engineering/Technology	
Engineering is Elementary (EIE)	
Overview	The technology and engineering education curriculum is crafted to enlighten students about the significance and application of technology, making it relevant and impactful for navigating the demands of a technological society. Through hands-on, activity-based learning, students engage in designing, developing, and evaluating solutions to real-world technological challenges. Engineering is Elementary (EIE) plays a pivotal role in this curriculum by introducing the engineering design process, laying a solid foundation for problem-solving and critical thinking. EIE aims to cultivate lifelong STEM learners, emphasizing teamwork, resilience, and the development of 21st-century skills. As students delve into this process, they not only learn to think critically but also come to appreciate

	the learning opportunities presented by failure and the value of diverse approaches to solving problems.
Research	The EiE curriculum's adoption of a five-step engineering design process embodies LAACS's commitment to high academic standards, fostering critical thinking, problem-solving, and innovation among students. This approach is supported by research indicating the positive impact of hands-on, inquiry-based learning on student achievement, such as the findings presented in the National Research Council's report, "Engineering in K-12 Education: Understanding the Status and Improving the Prospects" (2009). This methodology not only aligns with LAACS's academic expectations but also prepares students for future challenges by instilling essential 21st-century skills.
Standards Alignment	Engineering is Elementary (EIE) aligns with New York State standards by integrating the engineering design process and problem-solving into science and technology education, fostering critical thinking and real-world application. This curriculum supports interdisciplinary learning and meets state objectives by preparing students with essential STEM skills, promoting innovation, and enhancing their ability to tackle complex challenges.
Philosophy Alignment	The EiE curriculum's five-step engineering design model aligns with LAACS's mission of high academic expectations by engaging students in a systematic, rigorous approach to solving real-world design challenges. This structured process—asking critical questions, imagining various solutions, planning, creating, and improving—mirrors the intellectual rigor expected in high academic settings. By requiring students to critically evaluate problems, develop and test solutions, and refine their approaches, the curriculum fosters a high level of academic discipline, resilience, and innovative thinking, preparing students for complex problem-solving and high-level thinking in future academic and professional endeavors.

Dance	
Overview	The LAACS dance curriculum will be created and developed by the teaching staff. The curriculum will combine diverse dance styles and traditions to enhance students' technical abilities, artistic expression, and cultural understanding. This approach encourages the exploration of movement and choreography, boosting physical fitness and confidence. Designed to foster a vibrant and supportive atmosphere, the curriculum ensures every student experiences the transformative power of dance for both personal and shared expression.
Research	None
Standards Alignment	Our dance curriculum aligns with New York's Physical Education standards, focusing on enhancing physical fitness, motor skills, and healthy lifestyle choices through diverse dance lessons. It balances skill development and creative expression, promoting lifelong physical activity and cultural appreciation in line with state objectives.

Philosophy Alignment	A teacher-created curriculum aligns with our mission of high academic standards by leveraging the direct insights and specialized knowledge of our educators, ensuring that each lesson is precisely tailored to meet rigorous educational goals. This personalized approach allows for dynamic, high-quality instruction that fosters deep understanding, critical thinking, and a passion for lifelong learning among students.

Music	
Interactive MUSIC	
Overview	LAACS emphasizes the importance of music education as a core component of its curriculum, recognizing its potential to lay the groundwork for future achievements in math and science, as highlighted in Eric Jensen's "Music with the Brain in Mind." This book suggests that engaging in music can enhance critical cognitive skills such as reasoning, creativity, and problem-solving. To this end, LAACS has selected Interactive MUSIC, powered by Silver Burdett and Alfred, as its principal music education resource. This entirely digital curriculum, a collaborative creation of Pearson and Alfred Music, offers a comprehensive music learning experience. Through activities like singing, movement, listening, performance, composition, and music literacy, delivered in each class session, students are fully immersed in music education. Utilizing Pearson's Realize™ online platform, teachers gain access to a plethora of suitable activities designed to deepen musical understanding. The curriculum provides a rich array of teaching tools, including interactive online exercises, projection content for the classroom, downloadable resources, and engaging instructional media, ensuring a concept-driven, interactive approach to music education for LAACS students.
Research	The Interactive MUSIC curriculum is supported by research indicating the significant impact of music education on cognitive development, as noted by Eric Jensen in "Music with the Brain in Mind," where he suggests that music can lay the groundwork for excellence in math and science, enhancing skills such as reasoning, creativity, and problem-solving (Jensen, 2001).
Standards Alignment	The Interactive MUSIC curriculum, powered by Silver Burdett with Alfred, aligns with New York State standards by providing a comprehensive music education that encompasses critical aspects of musical literacy, performance, and appreciation. It integrates singing, movement, listening, performing, composing, improvising, and reading/writing music, which are key components of the New York State standards for the arts. By utilizing digital resources and interactive activities through Pearson's Realize™ platform, the curriculum ensures that students engage in concept-based instruction that meets the state's educational objectives. This approach fosters a deep understanding of music and its cultural context, encouraging creativity, critical thinking, and collaboration among students, which are emphasized in New York's learning standards for music education.
Philosophy Alignment	The Interactive MUSIC curriculum, with its comprehensive and digital approach to music education, aligns with our mission by fostering a rich learning environment that cultivates creativity, critical thinking, and a deep appreciation for the arts in our students.

Art	
FLEX Curriculum from The Art of Education University	
Overview	The FLEX Curriculum from The Art of Education University is an adaptable visual arts education platform designed to cater to K–12 students. It features an extensive collection of customizable lesson plans, engaging resources, and effective assessments tailored to foster creativity, critical thinking, and artistic skills in students, all while aligning with educational standards and accommodating the evolving needs of today's classrooms.
Research	The FLEX Curriculum by The Art of Education University is underpinned by research that highlights the importance of inquiry-based learning in art education, fostering critical thinking and creativity in students. A notable study, "Inquiry-Based Learning in Higher Education: Administrators' Perspectives on Integrating Inquiry Pedagogy into the Curriculum" by Justice et al. (2007), supports the effectiveness of this approach, demonstrating its positive impact on student engagement and achievement across disciplines, including the arts.
Standards Alignment	The FLEX Curriculum aligns with New York State Standards by offering lesson plans and resources that are designed to meet the key learning objectives and competencies outlined in these standards. It focuses on developing students' visual arts skills, critical thinking, and creativity, which are essential components of New York's educational framework for the arts. By providing adaptable content, FLEX ensures that educators can tailor lessons to fit the specific requirements and goals of New York State's educational guidelines.
Philosophy Alignment	This curriculum's alignment with such pedagogical research ensures that it meets our high academic standards and fosters an environment of innovation and exploration in the visual arts.

How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources; and,

At LAACS, a well-defined framework will assist teachers in their lesson planning, aligning with our focus on Project-Based Learning (PBL) and STEAM education. This framework, set to be introduced in summer onboarding sessions, will be continually supported through regular meetings at various levels. For instructional guidance, educators will receive ELA and Math pacing guides, which specify weekly learning objectives and standards to ensure a structured skill development throughout the academic year.

The development of these instructional materials will be a joint effort by our academic leadership and experts, with the principal and instructional leaders overseeing to ensure they reflect our high educational standards and pedagogical approach. Teachers will prepare and submit their lesson plans weekly for principal's review, incorporating a range of teaching strategies. These submissions will be critiqued by instructional leaders to refine and improve teaching methods. Moreover, principals will monitor classroom teachings to ensure the lessons are engaging and educationally robust. This holistic strategy equips our teachers with the necessary tools and support to provide top-tier, standards-congruent education, promoting a culture of excellence and innovation within LLASC.

The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment with state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

LAASC will implement a systematic approach to review, evaluate, and revise its curriculum to maintain its effectiveness, alignment with state standards, and consistency across grades. This process will involve the following key steps and stakeholders:

Curriculum Review Committee: A dedicated committee, including educational leaders, curriculum specialists, and experienced teachers, will be established to oversee the evaluation process. This committee will be responsible for setting benchmarks for curriculum effectiveness and alignment with state standards.

Regular Evaluation Cycles: The curriculum will be evaluated on a regular basis, at least annually, to assess its relevance, effectiveness, and alignment with the latest educational standards and best practices. This will include analyzing student performance data, teacher feedback, and educational outcomes.

Teacher Involvement: Teachers will play a crucial role in the curriculum evaluation process. Their insights, drawn from day-to-day classroom experiences, will provide valuable feedback on the curriculum's practical application, student engagement, and areas for improvement. Teachers will be encouraged to participate in surveys, focus groups, and review meetings.

Professional Development: Teachers will receive ongoing professional development to stay informed about the latest curriculum standards, instructional strategies, and best practices. This will empower them to effectively implement the curriculum and contribute to its continuous improvement.

Feedback Loops: Mechanisms will be put in place to gather and analyze feedback from a variety of sources, including students, parents, and external educational experts. This feedback will inform the curriculum revision process.

Pilot Programs: Before full-scale implementation, revisions to the curriculum may be piloted in select classrooms to gauge their effectiveness. Feedback from these pilot programs will be used to make further adjustments.

Documentation and Communication: All changes to the curriculum will be well-documented, and clear communication will be maintained with all stakeholders, including teachers, parents, and students, to keep them informed about curriculum developments and expectations.

Principals' Role: The principal and instructional leaders will be directly responsible for overseeing the curriculum review process, ensuring that revisions are made in a timely and effective manner, and aligning professional development opportunities with curriculum needs.

Through this collaborative and structured approach, the school will ensure that its curriculum remains dynamic, effective, and aligned with both state standards and the evolving educational needs of its students.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment's purpose, design, format, and rationale for its selection;

- Describe key considerations in the selection or creation of any assessments not yet identified including as it relates to ascertaining the impact of student learning loss; Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents; and
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

LAACS is committed to the principle that understanding student performance on specific standards and assessments is a collective responsibility shared among teachers, school leaders, the board of trustees, the community, and families. We are adopting a data-driven approach, as advocated by Paul Bambrick-Santoyo in "Driven By Data," a method already proven effective in high-achieving urban charter schools within the Uncommon Schools and Achievement First networks. This approach will see our educators leveraging daily student work, weekly quizzes, and interim assessments to tailor weekly instruction, both in group settings and individually, ensuring it meets the core and supplemental needs of our students.

We aim to foster a culture where students actively engage in self-reflection about their learning journey, taking ownership of their academic growth. Regular data-driven discussions among our leadership will inform timely interventions aligned with our school's objectives. Monthly updates on key metrics like enrollment, attendance, and academic performance will be shared with our trustees, ensuring transparent monitoring of our school's progress and challenges.

Our school's website will serve as a platform to share performance data and annual reports, keeping our community informed about our achievements and areas for improvement. LAACS's assessment strategy encompasses a comprehensive schedule of evaluations, from daily checks to semester reviews, employing a variety of tests and assessments aligned with our STEAM and Project-Based Learning curriculum. Following the guidelines set out in "Driven By Data," we will establish stringent protocols for data analysis, using these insights to refine instructional strategies, evaluate educational programs, and maintain accountability. This inclusive approach to assessment, involving educators, leaders, and students, is designed to create personalized learning experiences that cater to the unique needs of each student, setting them on a path to success.

When selecting or developing new assessments at LAACS, several crucial factors will guide our decisions, particularly concerning the evaluation of student learning loss. The sensitivity of these assessments is paramount; they must be capable of identifying a wide range of student abilities to facilitate targeted instructional strategies and support. It's essential that these tools accommodate diverse learning preferences and needs, ensuring that all students, including those with special educational needs and English language learners, have equitable opportunities to demonstrate their knowledge and skills.

The chosen assessments align with the chosen curriculum, enhancing our insight into student progress without imposing undue burdens on students or educators. They should be designed for efficient administration and analysis, yielding prompt, actionable insights. Especially in the context of learning loss, it's important for these assessments to provide a mix of quantitative and qualitative data to paint a comprehensive picture of students' academic recovery and engagement.

To ensure the validity and reliability of assessment results, LAACS will implement a strategic approach that emphasizes the use of established, research-backed assessments, such as the NWEA MAP tests and iReady assessments, known for their credibility in educational settings. Comprehensive training will be provided to educators and administrators, focusing on standardized administration procedures and accurate interpretation of results. This training is crucial for maintaining consistency across all testing scenarios and ensuring that the assessment process is conducted with integrity. By adhering to these practices, LAACS aims to uphold the highest standards of assessment validity and reliability, providing a dependable foundation for instructional decision-making and student progress monitoring.

At LAACS, the process of administering assessments and analyzing the results is a collaborative effort that involves multiple stakeholders within the school community. Teachers take the lead in administering both formative and diagnostic assessments, closely observing and recording student performance in their respective classrooms. This includes gathering data from daily activities, weekly quizzes, and other informal checks to continuously gauge student understanding and progress. To deepen this analysis, grade-level teams, consisting of teachers and educational support staff, come together to review and dissect assessment outcomes. These teams play a crucial role in identifying overarching trends, pinpointing areas of strength, and addressing potential gaps in learning across their grade. Further bolstering this process, instructional leaders such as department heads and curriculum specialists lend their expertise, overseeing the broader analysis of assessment data. This collective approach ensures a well-rounded understanding of student achievement and informs targeted instructional strategies, fostering an environment of continuous improvement and personalized learning at LAACS.

Formal and Informal Assessments: Formal assessments serve as a crucial tool for evaluating student learning, aligning instruction with established standards, and identifying both strengths and areas for improvement in our educational delivery. These structured evaluations, including standardized tests and benchmark exams, provide essential data that informs curriculum development, enabling us to tailor our teaching strategies to meet the diverse needs of our student body. The insights derived from these assessments facilitate personalized instructional interventions, helping educators address specific learning gaps and capitalize on students' strengths. Furthermore, the results contribute to setting and monitoring school-wide academic goals, ensuring that our decision-making processes are grounded in concrete data. Through the strategic use of formal assessments, LAACS commits to fostering an adaptive learning environment that promotes academic excellence and nurtures the individual growth of each student.

Diagnostic Assessments: Diagnostic assessments, such as the iReady and NWEA MAP adaptive assessment administered at the start of the year or upon new student enrollment, are pivotal for understanding each student's initial knowledge and proficiency levels. These assessments provide a detailed baseline that informs the creation of personalized learning plans tailored to individual student needs. The insights gained enable teachers and teacher assistants to develop targeted instruction and small group lessons aimed at bridging learning gaps and enhancing student progress. Through careful analysis of the diagnostic data, we pinpoint the specific standards where each student requires support or enrichment, guiding our instructional strategies for the initial grading period. This approach ensures that our teaching is responsive and customized, with teacher assistants playing a key role in delivering these personalized interventions within the classroom, thereby setting a solid foundation for every student's learning journey at LAACS.

Formative and Summative			
Assessment	**Subject**	**Rationale**	**Schedule**

iReady Diagnostic	Math & ELA (Grades K-3)	The iReady Diagnostic is an online assessment that identifies all student performance levels and recommends targeted, accelerated instruction and intervention. This is also intended for newly enrolled students. Reviewed by teachers and instructional leadership team to evaluate curriculum, instruction, reteaching and PD adjustments.	2x/year
NWEA	Math & ELA (Grades 3-5)	The Northwest Evaluation Association (NWEA) MAP is used to assess where a student lies on a learning continuum, which is defined by an average of scores attained by similar-aged students in previous years. The score on the continuum is known as Ready for Instruction Today (RIT). If astudent's score is below the average RIT score for their age group, they are typically classified as below grade level. Reviewed by teachers and instructional leadership team to evaluate curriculum, instruction, reteaching and PD adjustments.	3x/year
New York State Assessment NYSAA	Grades 3-5 ELA & Math Grades 5 Science	This is the state's summative accountability assessment to measure student achievement and growth according to the New York State Standards. Reviewed by teachers and instructional leadership team to evaluate curriculum, instruction, reteaching and PD adjustments.	1x/year
Counting Assessment	Math (Grades K-1)	The Counting Assessment will assess students' counting abilities and identify areas of weakness so that teachers can target their support. Using this rubric, teachers will assess each student individually so that they can observe and understand the student's counting proficiency. Reviewed by teachers and instructional leadership team to evaluate curriculum, instruction, reteaching and PD adjustments.	4x/year
Wilson Fundations Phonics Unit Test	ELA (Grades K-2) 3rd grade will be given Year 1 of opening for diagnostic and reteaching purposes.	The Wilson Fundations Phonics Unit Tests are administered at the end of each unit to measure student knowledge of concepts that are taught in a specific Fundations Unit. Results of the quizzes and tests guide teachers' decisions about whether to advance to the next unit; whether particular students need support; or whether to reteach the unit to the whole class.	5x/year

		Reviewed by teachers and instructional leadership team to evaluate curriculum, instruction, reteaching and PD adjustments.	
NYSITELL Placement Test		The NYSITELL Placement Test will be administered once upon entry; once per year for students identified as ELL to provide benchmark and summative growth.	Once upon entry

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, etc.);
- Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process; and,
- An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.

LAACS's approach to instruction is rooted in utilizing data to guide instruction. Teachers are expected to utilize data when lesson planning and when developing the instructional process. LAACS will create a culture of data-driven discussion to support the underlining instructional philosophy. Teachers, students, parents and community will know that as a school community, data will be used as the foundation for decisions in instruction. Teacher will use data when meeting with students, identifying students' evolving needs, and identifying opportunities to increase rigor in instructional planning. The goal is to incorporate data in the thinking of all LAACS teachers, students, parents and community members.

Differentiation based on data will be present in all teachers' lesson plans. Lesson plans will reflect the setting of short-term benchmarks for students in order to meet or exceed the ultimate standard for achievement at the end of the year. They will use assessment tools that enable progress toward near terms goals to be monitored throughout the year allowing them to see the important connection between today's data and tomorrow's lesson only through a data driven approach. Leadership will ensure that students learning needs are met and that they will
ultimately achieve the school's rigorous performance standards.

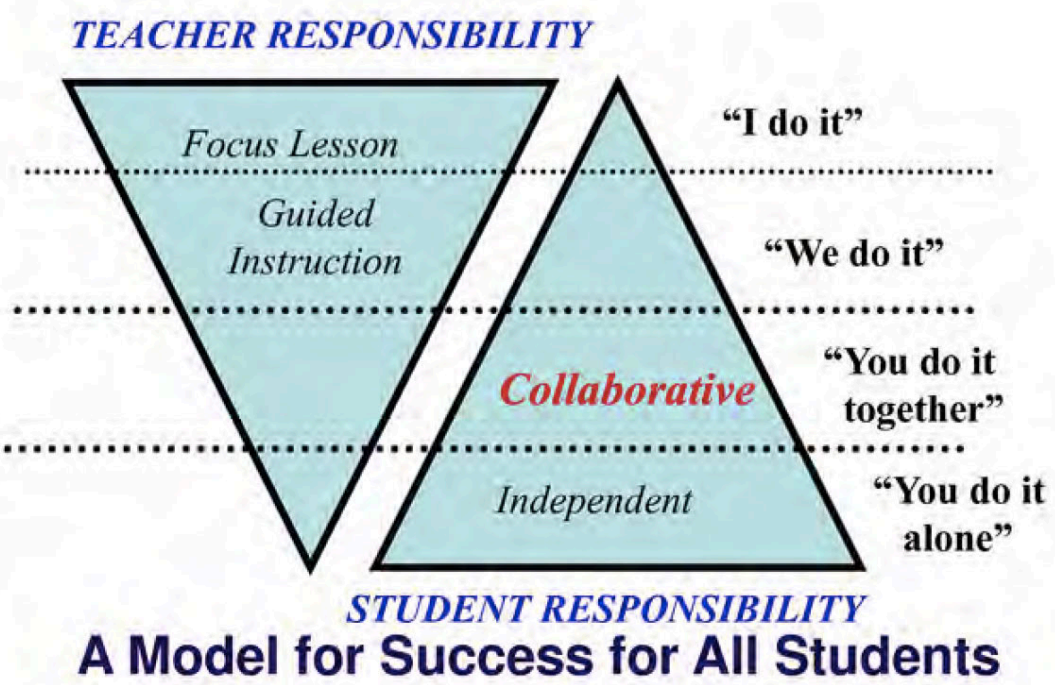
LAACS teachers will have the flexibility to use multiple instructional modalities to deliver the lesson based on their assessment of the most effective way that students will achieve understanding. The commonality among methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning, a necessary element of our mission to inspire students in their learning. The instructional methodologies described below are effective in addressing the needs of all learners, including the at-risk populations we expect to be educating.

The following are the most frequent instructional methodologies that teachers at LAACS will employ in their classrooms:

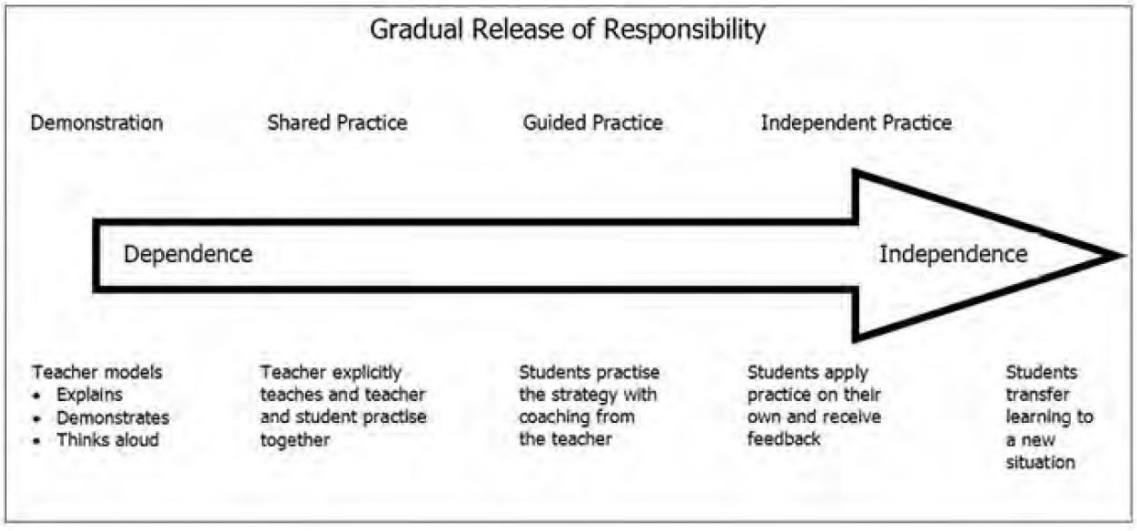
Gradual Release of Responsibility (GRR)

Gradual Release of Responsibility (GRR) provides a framework for teachers to provide more targeted, individualized instruction.9 This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task... to a situation in which the students assume all of the responsibility. Stated another way, GRR "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the task with which they have not yet developed expertise. GRR has been documented as an effective approach for improving writing achievement12, reading comprehension13, and literacy outcomes for ELLs.

Gradual Release of Responsibility graphically illustrated below:



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.



The following describes the four interrelated components of Gradual Release of Responsibility:

Focus lessons - "I Do It" (You watch) This component allows teachers to model their own meta-cognitive processes as active learners. Modeled strategies focus on increasing

understanding of content area material. Focus lessons established purposes of the task and clue students in two important learning objectives.

Guided Instruction - "We Do It" (Together) During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea.

Collaborative Learning - "You Do It" (I watch/guide) During component of GRR, students consolidate their understanding of the content, concept or idea and explore opportunities to problem-solve, discuss, negotiate, and think with their peers. This phase of instruction is a critical part of the instructional routine. When collaborative learning is done right, it is during this phase of instruction that students consolidate their thinking and
understanding. Negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during focus lessons and guided instruction. Collaborative learning should be a time for students to apply information in novel situations or to engage in a spiral review of previous knowledge. A discussion follows and each student is asked to summarize the activity individually. This individual accountability is the key to the success of collaborative learning.

Independent Learning - "You Do It" (Alone/reflect) This component addresses the most important goal of good instruction- to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transforms ideas, and solidify their understanding. They become active, reflective, and capable learners.

GRR is based on Benjamin Bloom's taxonomy and his work around levels of mind usage which challenges individuals to engage in the highest levels of thinking: Analyzing, Evaluating, and Creating. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, these models allow students to engage more fully in higher order thinking skills. GRR effectively implements New York State Standards by ensuring that the students are not merely recipients of information but develop the skills and analyze, synthesize, and apply information in a variety of environments and experiences across all disciplines. Core subject classroom teachers will be using this methodology as a core for developing effective and purposeful lesson plans.

Small Group Instruction

Small Group Instruction involves teaching a small number of students, focusing on specific skills or concepts to provide personalized support. This approach allows for targeted instruction based on student needs, facilitating immediate feedback and adjustments. Effective implementation includes using assessment data for flexible grouping, adapting instruction to student progress. The classroom environment should support simultaneous small group sessions, with other students engaged in independent or collaborative tasks. Additional adults, such as aides or co-teachers, can enhance instructional support. Incorporating technology, like interactive educational software, can provide additional personalized learning opportunities. Small Group Instruction is particularly effective for addressing diverse learning needs, supporting differentiated instruction and improving student outcomes in areas like literacy and mathematics (Elbaum, Vaughn, Hughes, & Moody, 2000).

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Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention Research. Journal of Educational Psychology, 92(4), 605-619.

http://dx.doi.org/10.1037/0022-0663.92.4.605

Project-Based Learning

Project-based learning provides a fully immersive learning experience for students. We believe that giving students the opportunity to apply acquired skills through experiential learning increases retention which improves student achievement. Therefore, it is critical that we build in ways to assess the impact of student learning through project-based learning. Twice a year at minimum, students will engage in a six-to-eight-week experiential learning project designed to highlight and enhance skills acquired in any of our four core subjects. Each project-based learning unit is launched through a focusing question. Students will then begin the exploration phase where they build skills and find facts as they learn from the community teaching residents. In the following creation phase, students develop a project that attempts to fully address the focusing question. Upon conclusion of the project-based learning unit, students will present their final project. During the launch, exploration, and creation phases, students will be assessed qualitatively. Teachers will use the data collected to improve students' skills in communication, collaboration, organization, and stamina. During the presentation phase, teachers will assess quantitatively and qualitatively to determine how effectively students demonstrated a complete understanding of the assessed standard.

Inquiry-Based Instruction

Inquiry-based instruction is an educational approach where teachers facilitate problem-solving and exploration, allowing students to engage deeply with the material by drawing on their prior knowledge and personal curiosities. This method involves students in active learning processes where they pose questions, conduct investigations, and explore various solutions, often over extended periods. It is a dynamic way of learning that encourages students to express their findings and evolving understandings through diverse mediums like journaling, oral presentations, and visual representations, continuously refining their ideas based on new insights.

Originally popularized within science education, this approach has successfully expanded into other disciplines such as mathematics, engineering, and reading, owing to its effectiveness in fostering critical thinking, problem-solving capabilities, and a deep understanding of the content. Inquiry-based learning not only empowers students to take charge of their learning journey but also significantly boosts their engagement and interest in the subject matter.

The essence of inquiry-based instruction includes beginning with a collective exploration of a topic, transitioning into small group inquiries on complex, open-ended questions, and promoting a culture of diverse perspectives and collaborative problem-solving. Teachers act more as facilitators, guiding students toward achieving their investigative goals and encouraging the creation of tangible projects that encapsulate their learning and conclusions. This model culminates in students presenting and justifying their findings to a broader audience, thereby making their learning process visible and accountable. Science and social studies educators at our school will primarily, if not exclusively, adopt this instructional model to foster a rich, engaging, and effective learning environment.

Cooperative Learning

Cooperative Learning is an approach where students work in small, diverse groups to achieve shared goals, enhancing academic and social skills. This method relies on structured interaction and clearly defined objectives, with each group member playing a specific role. Effective Cooperative Learning requires careful planning to ensure tasks are meaningful and promote interdependence. The teacher's role shifts to facilitator,

guiding group processes and interactions. Technology can support Cooperative Learning through collaborative tools and platforms, fostering communication and joint problem-solving. Effective classroom management is essential to address group dynamics and ensure equitable participation. Research supports Cooperative Learning for its positive impact on academic achievement, student engagement, and interpersonal relationships (Kagan, 1994).

Kagan, S. (1994). Cooperative Learning. Kagan Publishing.
Slavin, R. E. (2014). Cooperative Learning and Academic Achievement: Why Does Groupwork Work? Anales de Psicología, 30(3), 785-791. https://doi.org/10.6018/analesps.30.3.201201

Learning Centers

Learning Centers, structured spaces within the classroom for targeted activities, cater to diverse student needs by offering differentiated learning opportunities. This pedagogical strategy enhances student engagement and autonomy, allowing for individualized pace and exploration. Implementation requires a carefully organized classroom with distinct areas equipped with specific materials for each activity. Effective use of Learning Centers may also involve technology integration, such as digital learning tools, to broaden the scope of activities. Classroom management strategies are crucial for smooth transitions and maintaining focus. Support from aides or co-teachers can facilitate multiple learning centers simultaneously, ensuring that students receive adequate guidance and feedback. This approach aligns with constructivist theories, emphasizing active, hands-on learning

Marzano, R. J. (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. ASCD.

Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and Managing a Differentiated Classroom. ASCD.

Effective Checks for Understanding

As the lessons are taking place, it is important to check all students' levels of understanding throughout. LAACS teachers will utilize quick pulse checks throughout the lessons to check for understanding. Below are key techniques teachers will use during lesson delivery to track learning and adapt instruction appropriately.

Techniques are from: Flaherty S, Newman L, 2012, 'Questioning Strategies to Engage All Learners,' Expeditionary Learning, pp. 1-2.

Go-around	When a one- or two-word answer can show understanding, self- or group assessment, or readiness for a task, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room
Whiteboards	Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.
Hot Seat	The teacher places key reflection or probing questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

Fist-to-Five or Thumb-o-meter	To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.
Glass, Bugs, Mud	After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.
Red Light, Green Light	Students have red, yellow, and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. Students change their colors as needed to describe their status.
Learning Line up	Identify one end of the room with a descriptor such as "Novice" or "Beginning" and the other end as "Expert" or "Exemplary". Students place themselves on this continuum based on where they are with a task or learning target. Invite them to explain their thinking to the whole class or the people near them.
Exit Tickets	Any relevant questions, prompts, or graphic displays of student thinking can be captured on a small sheet of paper and scanned by the teacher or other students to determine a student's readiness for the next step or assess learning from a lesson. Teachers may use admit slips as a "ticket to enter" a discussion, protocol or activity. These may also be used as "tickets to leave."
Presentation Quizzes	Whenever peers present, other students may think they are not responsible for the information. Pair student presentations and sharing with short quizzes at the end of class.
Catch and Release	When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is seven minutes of work time (release), followed by two minutes of teacher- directed clarifications or use of one of the quick-check strategies (catch).
Four Corners	"Four Corners" is an interactive way for students to demonstrate their thinking, or solidify new information, about a topic. Procedure: 1. Determine a question for students to consider 2. Create 4 choice sheets, each with a different word or phrase that responds to the question 3. Post each of the 4 choice sheets in a different corner (or area) of the room 4. Pose the question to students, and direct them to respond, or 'vote,' by moving to one of the four corners 5. Once students are in corners, ask them to talk with other students in their corner about why they chose that response.

Computer-Assisted Instruction

Computer-Assisted instruction (CAI) is an interactive instructional technique where a computer is used to present the instructional material and monitor the learning that takes place. LAACS will use the computer as

a tool to facilitate and improve instruction. Many of the curriculum programs chosen by LAACS provide online technology component that can be used as/for tutorials, drill and practice, simulation, and problem solving. As students prepare for the future, the STEM programs require students to be more computer proficient. Teachers at LAACS will incorporate Google Classroom in their daily lessons for students to complete assignments. Students will be exposed to text and/or multimedia content, complete multiple-choice questions and solve problems. Teachers will be able to provide immediate feedback, notes on incorrect responses, and summarize student's performance in real time. Utilizing Google Classroom will also enhance the ability for students to work on projects and documents simultaneously. In addition, LAACS will use CAI to provide individual and personalized learning opportunities to struggling and gifted students.32 This will expand the reach of the classroom teacher.

Sheltered Instruction

The ESL teacher will employ a sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), in his or her support of ELL students in the classroom or in small group instruction outside of the classroom. Sheltered instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs toward higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including teamteaching and pull-out. Content instruction is provided in English with sheltered English instruction methods to make content comprehensible. SEI is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development." ESL program research indicates successful performance on ELA assessments is based on the development of both oral proficiency and cognitive academic language proficiency, which includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include SEI18 which is "a means for making grade-level academic content more accessible for ELLs while at the same time promoting their English language development." We expect that general education teachers will build their own capacities in incorporating sheltered instructional technique into their own instruction to further differentiate instruction not just for ELLs, but for other students who are also struggling with language development.

ESL teachers will use the Sheltered Instruction Observation Protocol (SIOP) when implementing sheltered instruction. The SIOP was developed to make content material more comprehensible to English Language Learners. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Using instructional strategies connected to the eight components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners.

The SIOP Model consists of eight interrelated components:

Lesson Preparation	• Clearly defined content objectives for students • Clear defined language objectives for students • Content concepts appropriate for age and educational background • Supplementary materials used to a high degree making the lesson clear and meaningful, for example, graphs, models, and visuals • Adaptation of content to all levels of student proficiency • Meaningful activities that integrate lesson concepts, for example, surveys and letter writing

Building Background	• Concepts explicitly linked to students' background experiences • Links explicitly made between past learning and new concepts • Key vocabulary emphasized, for example, written, repeated, and highlighted
Comprehensible Input	• Speech appropriate for students' proficiency level, for example, slower rate and enunciation, and simple sentences for beginners • Explanation of academic tasks clear • Uses a variety of techniques to make content concepts clear, for example, modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Strategies	• Provides ample opportunities for students to use strategies (cognitive, metacognitive, social / affective) • Consistent use of scaffolding techniques throughout lessons, assisting and supporting student understanding such as thinkalouds • Teacher uses a variety of questions types, including those that promote higher-order thinking skills throughout the lesson, for example, literal, analytical, interpretive questions
Interaction	• Frequent opportunities for interaction and discussion among students and between teacher and students, which encourage elaborated responses about lesson concepts • Grouping configurations support language and content objectives of the lesson • Consistently provides sufficient wait time for student response • Ample opportunities for students to clarify key concepts in their first language
Practice/Application	• Provides hands-on materials and/or manipulatives for students to practice using new content knowledge • Provides hands-on activities for students to apply content and language knowledge in the classroom • Uses activities that integrate all language skills (reading, writing, listening, speaking)
Lesson Delivery	• Content objectives clearly supported by lesson delivery • Language objectives clearly supported by lesson delivery • Students engaged approximately 90% to 100% of the period • Pacing of the lesson appropriate to the students' ability level
Review & Assessment	• Comprehensive review of key vocabulary • Comprehensive review of key content concepts • Regularly provides feedback to students on their output, for example, language, content, work • Conducts assessments of student comprehension and learning of all lesson objectives, for example, spot checking, group response throughout the lesson

Push-In/ Pull-Out

Push-In/Pull-Out strategy is a part of the LAACS approach to systematic and continuous learning for all students. Push-In/Pull-Out groups are small groups of similar ability or interest students. In a Push-In setting, students are pulled with by a support teacher (co-teacher, special education teacher or instructional assistant) and the students stay in the classroom with the regular education teacher. In a Pull-Out setting, students leave the regular classroom to work with other students led by a support teacher. This strategy provides an opportunity for students to interact with others who have similar strengths and interests, increases achievement, increases student engagement and reduces the range of student needs that the regular classroom teacher has to meet. At LAACS, students will benefit from this model because there is will be a special education teacher assigned to each grade level. The Special Education teacher will have the opportunity to collaborate and plan meaningful learning opportunities with the general education teacher.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:

- A general description of the specific content and skills that would be addressed in the course, if known;
- The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;
- Essential course-specific assessments (e.g., the state's 3rd – 8th grade assessments/Regents exams, end-of-course portfolios or performances, etc.); and,
- If serving students in grades 9-12, provide an outline of course sequences and credits awarded for course completion that would lead to graduation.

ELA

Proposed text: Wit & Wisdom with Fundations Curriculum

Overview: Wit & Wisdom lesson organizes student learning into sections using the following structure:

WHOLE GROUP INSTRUCTION (90-120 minutes)

Each Wit & Wisdom lesson organizes student learning into sections using the following structure: Welcome, Launch, Learn, Land, Wrap, Deep Dive

Each section covers a different component of reading. The times listed in this document are recommendations. All Wit & Wisdom lessons are 90 minutes (75 min core lesson, 15 min Deep Dive). The work that students do in each lesson varies as standards are addressed in an integrated manner.

Welcome (5 min.) - Students independently engage in a task that prepares them for the lesson's learning. Vocabulary Activities- Welcome portion of Wit & Wisdom Lesson

Launch (3 min.) - The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology or making connections to the Focusing Question, Essential Question, and/or text.

Learn (60 min.) - Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question to achieve a better understanding of the lesson's Learning Goals.

Land (5 min.) - The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.

Wrap (2 min.) - The teacher directs closing activities, such as assigning homework.

Deep Dive (15 min.) - The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive also includes its own Launch, Learn, and Land sections.

VOCABULARY
Vocabulary Journals - Launch Portion of Wit & Wisdom Lesson
Vocabulary Activities - Welcome Portion of Wit & Wisdom Lesson
Vocabulary Assessments

Deep Dive During the core lesson, instructional strategies are explicitly introduced and practiced during vocabulary instruction and applied during a reading of the complex text.

COMPREHENSION

Content Framing Questions identify the stage of reading and the text focus for the lesson:

- Wonder - Students generate their own observations and questions, forming an initial impression of the text.
- Organization - Students get the gist of the text to set the stage for deeper interpretation and analysis.
- Reveal - Students focus on certain literary devices or structures in the text.
- Distill - Students express central ideas or themes and determine how key aspects support the ideas or themes.
- Know - Students connect text to other texts and discuss how this expands their knowledge.

SMALL GROUP INSTRUCTION (30 minutes)
Teacher-led small group instruction accompanied by independent centers.

WRITING INSTRUCTION

Craft Stages and Questions
- Examine - Why is [specific skill] important?
- Experiment - How does [specific skill] work?
- Execute - How do I use [specific skill] in [specific task]?
- Excel - How do I improve my use of [specific skill]?
- Response Journals
- Quick Writes
- End of Module Tasks

Wit & Wisdom Major Assessments:

- End of Module Tasks (1 per module)
- Socratic Seminar (2+ per module)
- New-Read Assessments (2-3 per module)
- Focusing Question Tasks (3-6 per module)
- Checks for Understanding (1+ per lesson)

Proposed Text: PHONICS: Wilson Fundations (K-2) (30 minutes)

Four learning activities should be taught daily as outlined in the teacher's manual. Learning Activities consist of a combination of the following activities, depending on the level, lesson, and unit (see model lessons):

Drill Sounds/Warm-Up: Each lesson within the curriculum begins with this activity. Teachers will utilize their large sound cards daily where scholars will say the letter, keyword, and sound. This activity ensures scholars master the alphabetic principle (letter-sound association).

Echo/Find Letters: Teachers guide scholars to match letters to sounds to help ensure mastery of sound-symbol correspondence. Magnetic boards with magnetic letter tiles are often utilized in this activity.

Echo/Letter Formation: Teachers ensure correct fine motor skills, focusing on pencil grip to ensure scholars master the correct formation of letters learned. Sound-symbol correspondence is reviewed.

Letter-Keyword-Sound: Teachers utilize this activity to ensure that scholars are fluent with letter/sound recognition using a keyword picture.

Make It Fun: Scholars participate in fun activities, such as games to review previously taught or unit skills.

Sky-Write/Letter Formation: This is a multi-sensory activity where scholars hear the sound (auditory representation), identify the visual representation of the sound, and utilize their memory to write the letter representation for the sound they hear using kinesthetic learning.

Storytime: Scholars practice phonics skills learned within the unit in context. Fluency is practiced through scooping phrases within the text.

Student Notebook: Students utilize their notebooks to reinforce skills taught within the lessons.

Word Play: This activity allows teachers to lead scholars in ensuring mastery of beginning decoding and spelling skills. Sentence structure is also a focus.

Proposed Text and Curriculum: Eureka Math.

Components of a Mathematics Lesson:

Do Nows: Class will begin each day with a Do Now. Teachers will utilize the Do Nows as an opportunity for spiral review and an opportunity for students to practice a concept that they have mastered. Teachers will also use the Do Now as a way to prime students' prior knowledge for the upcoming lesson.

Fluency: Each day students will practice some type of math facts. Teachers will practice fluency with students because it develops speed, accuracy, and flexibility in calculations. Using the fluency activities at the beginning of class and revisiting previously mastered skills develops automaticity, anticipate future concepts, and

strategically preview or build skills for the day's concept development. Fluency activities will range from sprints, recall activities, and mental math.

Concept Development: Each day students will participate in the concept development and lesson debrief. This component is the longest section of the mathematics block. Teachers facilitate students exploring new concepts. During this time, students move in a deliberate progression from concrete to pictorial to abstract representations of a concept.

During the Concept Development phase of the lesson, teachers use four types of lessons.

1. Problem Set: Students and teachers work through examples and complete exercises to develop or reinforce a concept.

2. Socratic Discussion: Teachers lead students in a conversation to develop a specific concept or proof.

3. Exploration: Teachers facilitate independent or small group work on a challenging problem followed by debrief to clarify, expand or develop math knowledge.

4. Modeling: Students practice all or part of the modeling cycle with real-world or mathematical problems that are ill-defined.

Practice, Application, and Lesson Debrief: Each day students will apply concepts to novel situations or real-world examples. The time may include independent work, partner work, or small group work, depending on the needs of the students. In a Eureka Math lesson, teachers should use "exercise" problems during this time. The lesson debrief is the time to summarize the main concept for the day and check for student understanding.

Exit Tickets: Each day students will complete an exit ticket. The exit ticket will align to the day's objective. Exit tickets allows for students to demonstrate that they have mastered the lesson material for the day. Exit tickets are an important component of Data Driven Instruction and should be administered after each lesson.

Assessments: Daily Exit Tickets, Mid-Module Assessments, End of Module Assessments, NWEA, and New York State Assessment.

Social Studies

Proposed Text/Curriculum: TCI History Alive!

Each grade level will will complete the following units:
History
Civics
Geography
Economics

Social Studies Assessments: Project Rubrics, Mid-Unit Assessments, Unit Assessments, and Teacher-Created Assessments.

Technology/Engineering

Proposed Text/Curriculum: Engineering in Elementary

Five Step Approach Design Process

The five step approach for engineering design will be the model implemented at the LAASC. Students will receive 60 minutes of instruction fper week using the Engineering is Elementary (EiE) curriculum. The EiE curriculum provides 20 units that connect engineering with science. Units are taught over six to eight periods. Students receive design challenges and follow the design process to solve real world design challenges. Engineers follow five steps called the "engineering design process" to solve engineering problems.

Students ask the following questions to guide their thinking, create a plan, and construct a model.

ASK: What is the problem? How have others approached it? What are your constraints?
IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.
PLAN: Draw a diagram. Make lists of materials you will need.
CREATE: Follow your plan and create something. Test it out!
IMPROVE: What works? What doesn't? What could work better? Modify your designs to make it better. Test it out

There are four lessons for each unit that will be covered over six to eight class periods. Engineering instruction provides opportunities for students to use their imaginations, creativity, and critical thinking skills to create real solutions for real world problems and challenges.

Lesson 1	Engineering Story	Students read the story that sets the context of the design challenge. Students respond to questions before, during, and after the lesson to build background knowledge.
Lesson 2	Broad View	Students use hands-on activities to learn about the field of engineering covered in the unit (mechanical, chemical, or electrical).
Lesson 3	Scientific Data Collection to Inform Engineering Design	Students collect and analyze data to address the design challenge in Lesson 4.
Lesson 4	Engineering Design Process	Students work in teams using the engineering design process to solve the design challenge.

Engineering Curriculum Modules (K-5)
Designing Alarm Circuits
Designing Maglev Systems
Designing Hand Pollinators
Designing Windmills
Designing Model Membranes
Designing Lightning Systems
Designing a Parachute
Designing Simple Machines
Designing Knee Braces
Designing Solar Ovens
Cleaning an Oil Spill
Replicating an Artifact
Seeing Animal Sounds

Evaluating a Landscape
Designing Walls
Designing Submersibles
Designing Plant Packages
Designing Bridges
Designing Water Filters
Working with Playdough

Adventures in Engineering Curriculum Modules Grades (3-5)
Aeronautical Engineering: Flying Technologies
Sky's the Limit Aerospace Engineering: Rockets and Rovers
Liftoff Materials Engineering: Bubble Wands
Bubble Bonanza Package Engineering: Air Drop Packages
To the Rescue Earthquake Engineering: Earthquakes
Shake Thinks Up Green Engineering: Recycled Racers
Go Green Mechanical Engineering: Invasive Species
Hop to It

Technology and Engineering Education Assessments: Project Rubrics, Mid-Unit Assessments, End of Unit Assessments.

Art

Proposed Text/Curriculum: Flex Curriculum for the Art of Education University

FLEX gives art teachers access to a rich library of high-quality curriculum materials so they can save time and focus on teaching and student learning. The scope and sequence will be developed by the classroom teacher based on the New York State Standards.

Assessments: Curriculum Created Assessments, Teacher-Created Assessments

Music

Proposed Text/Curriculum: Interactive MUSIC powered by Silver Burdett with Alfred by Pearson and Alfred Music

Interactive Music gives teachers access to units that expose students to each grade level is organized by units lessons are sequenced within the curriculum.

Assessments: Oral Assessments, Unit Assessments, Teacher-Created Assessments

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including specific descriptions of the academic and nonacademic criteria the school will consider in making promotion decisions, including early promotion. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each in accordance with NYSED guidance;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include a description of any additional specific graduation requirements and the rationale for their selection.

Overview – Promotional Policy

Promotion is the process by which teachers at LAACS determine if students are ready for and have mastered enough content and skills to be successful in the next grade level.

Students may have different promotion criteria based on their grade level, the criteria specified on their Individualized Education Programs (IEPs), and/or their English language learner (ELL) status.

Throughout the year, our teachers and principal will regularly review students' academic performance and identify students who, even with additional support and interventions, may be at risk of not meeting the defined promotion benchmarks for their grade level. Students are assessed holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, other performance-based student work and State test scores. While State test scores may be considered, they may not be the primary or major factor in determining students' readiness for the next grade.

At the end of the year, if students have met grade-level promotion benchmarks according to their promotion criteria, then they are promoted to the next grade level. However, if there are concerns about students' level of preparation for the next grade level, because students have not yet met the promotion benchmarks, then they are not promoted in June. These students will have the opportunity to attend summer school. In August, the principal again reviews the students' progress and makes final promotion determinations according to their promotion criteria.

Defining Promotion Benchmarks

At the beginning of the school year, schools must define their promotion benchmarks. These are the benchmarks in English language arts (ELA) and math that students must achieve in order to be promoted to the next grade level. Promotion benchmarks should represent the content and skills students need to master, or show sufficient progress towards, in order to be ready for and successful in the next grade. These grade-level benchmarks should be communicated to students and families in the fall so that there is a mutual understanding of what students need to accomplish throughout the year in order to be ready for the next grade level.

Promotion benchmarks should be consistent across each grade level within a school. For example, students in Miss Scarlett's second grade class should be held to the same ELA and math promotion benchmarks as students in Mrs. Peacock's second grade class. This ensures that all students in a given grade are held to the same promotion benchmarks and enter the next grade having demonstrated the same level of readiness.

Establishing Multiple Measures of Performance

At the beginning of the school year, LAACS will establish the multiple measures of performance we will use to assess student progress toward New York State Education Department (NYSED) learning standards and promotion benchmarks in ELA and math. We will assess students holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, and other performance-based student work.

The goal of establishing multiple measures of performance is to provide students with several opportunities to demonstrate their mastery of skills and content knowledge. Specifically, students should have the opportunity to reflect their progress across multiple modalities as to provide teachers with an accurate picture of what they know and understand. For example, some teachers may use a written multiple-choice test as an assessment of students' progress towards ELA promotion benchmarks. However, the written multiple-choice test cannot be the only measure used to evaluate students' progress. Instead, teachers may choose to use students' performance on the written multiple-choice assessment alongside an oral project, a listening comprehension exercise and a practical application of skills in order to determine progress toward the promotion benchmarks. By varying the types of assessments used over the course of the school year, schools can get a complete picture of what a student knows and understands, and how the student has progressed.

Other factors to consider when establishing multiple measures of academic performance include:

- While promotion benchmarks must be the same across a grade, teachers may choose to use different measures of progress towards NYSED learning standards for their class or on a student-by-student basis. It is important for teachers to know their students well and use multiple measures to accurately assess the progress of each individual student.

- Students should be assessed in each of the language modes (reading, writing, speaking, and listening). It is especially important that ELLs are assessed in each of the language modes as proficiency in each will develop at different rates.

- Teachers should use multiple measures to determine mastery of content knowledge and mastery of skills.

- Students with IEPs, students with Section 504 Plans, ELLs and former ELLs must be assessed with the provision of the accommodations, supports, and services to which they are entitled. When assessing a student's progress toward NYSED learning standards, schools must use measures of performance that do not preclude a student from receiving their testing accommodations or access to required assistive technology. Testing accommodations apply to all assessments for which they are identified in a student's IEP unless it changes that construct of the test.

Students must show sufficient progress towards meeting the Common Core ELA and Math Standards. Promotion decisions are based on a preliminary evaluation of state test scores, course grades, report cards, samples of student writing, projects, and assignments. State test scores are not used as the primary factor in making promotion decisions. Promotion decisions are made by the principal.

Exceptions

- English Language Learners (ELLs) who have been enrolled in a U.S. school for less than 2 years are not held to these promotion standards.
- Students with disabilities may be held to different promotion standards as outlined in their Individualized Education Program (IEP). Depending on a student's specific needs, he or she may have testing accommodations and modified promotion criteria or may be exempt from taking state and city-wide assessments entirely.
- Principals may recommend that students who have been previously retained, or are two or more years overage for their grade, be promoted, even if they do not meet the Common Core standards. Overage students must demonstrate progress in multiple areas, such as classroom assessments, assignments, or teacher observations, in order to be promoted.

Parental Notification and Interventions

Parents should be notified of and involved in decisions regarding their child's promotion. If a student is at risk of being held over, parents should be informed during the school year, and students are entitled to interventions to move towards promotion.

1. Parents will be advised in the early part of the school year, but no later than the fall Parent-Teacher conference if the student's promotion is in doubt. Written notice is to be provided no later than February 1st.
2. Spring Parent-Teacher conferences also offer an opportunity to discuss student progress.
3. If the child ultimately is not recommended for promotion, the parent should be notified in writing by regular mail in June.
4. Students who do not meet standards in June are encouraged to attend summer school.
5. Following the completion of summer school in August, the principal will review student work from the year and summer work and decide whether or not to promote the student. Students must receive passing grades in core academic summer school classes in order to be promoted.

Appeals Process

Families of students may appeal promotion decisions, in writing, to the principal by the end of August. The board will review the principal's decision and make the final determination.

f. Programmatic Audits

Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts.

The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, who may include outside consultants;

- Description of the written end product; and,
- How and to whom such written end product will be disseminated.

Annual Reporting: LAACS will submit an Annual Report by the Institute's deadline each year. Prepared by LAACS's Principal and/or his or her designees, the annual report will include an evaluation of the school's progress in meeting its Accountability Plan goals.

Academic Progress Monitoring: Throughout the academic year, LAACS staff will monitor and analyze a wide variety of performance data to ensure that the school is on target to meet its Accountability Plan goals. The data analyzed will include student level results, with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; classroom level trends identified by instructional leadership to evaluate the effectiveness of the curriculum and instruction; and the whole school level to inform programmatic refinements and resource allocation.

Satisfaction Rates: LAACS will gauge family and teacher satisfaction both formally and informally over the course of each year. The school will administer the annual NYCDOE School Survey to assess parent and teacher satisfaction in areas such as rigorous instruction, supportive environment, effective school leadership, collaborative teachers, family/community ties, and trust. The results of the surveys will be made public in the school's NYS School Report Card which will be available on the school's website. Direct links to the school's NYCDOE School Survey will also be posted on the school website. LAACS staff will also gauge parent and guardian satisfaction with its programs and culture through conversations that teachers facilitate with parents at conferences. In addition, the school will infer parent and guardian satisfaction based on the school's enrollment numbers and retention of students from year to year.

Teacher satisfaction data from the NYCDOE Surveys will also be used to better understand teacher perceptions of working conditions, responsiveness of professional development to teacher needs and the effectiveness of school leadership. Ultimately, the Board, Principal and school community will use parent, student and teacher satisfaction data to identify and address academic, operational and school culture-related needs throughout the school.

Board Evaluation: The Executive Committee of the Board will lead the Board's annual self-evaluation. It will develop a self-evaluation instrument and use it annually to check its performance in such domains as member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The Board will use the results of these evaluations to inform the development of strategic goals and action plans. The Board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives, and it will address any significant gaps in the skill sets of its membership by recruiting additional Board members in a manner consistent with the school's Bylaws. The Board may seek training and/or strategic planning guidance from a professional charter school board consultant such as Marci Cornell-Feist.

6g. Draft Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional details to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

NOTE: ***Much of the Institute's Accountability Plan template centers on the results of annual state exams. The Institute encourages applicants to consider additional means of accountability and be prepared to discuss them if invited to participate in an interview.***

LAMAD Arverne ACADEMY CHARTER SCHOOL ACCOUNTABILITY PLAN FOR THE ACCOUNTABILITY PERIOD 2025-26 to 2029-30

ACADEMIC GOALS:

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All Students at the School will become proficient in reading and writing of the English language

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 3-5.

- Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than

[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 5th grades will be above the target of 50.

GOAL II: MATHEMATICS

Goal: All students at the School will demonstrate competency in the understanding and application of mathematics computation and problem solving

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-5.

- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4th – 5th grades will be above the target of 50.

GOAL III: SCIENCE

Goal: All students at the school will demonstrate competency in the understanding and application of scientific reasoning

Absolute Measures

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

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

7. Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the first year calendar or where further explanation is necessary.

In order to reach the ambitious achievement goals the team has established, LAACS will provide 190 days of instruction during the school year. The first day of the traditional school year for students will be Monday, August 25th, 2019, with the last day of school for students on or around Friday, June 26th, 2020. The first day of school for teachers will be Monday, August 182, 2019 for ten days of pre-opening professional development. The last day of school for teachers will be on or around June 30, 2020. The school year will be broken into four marking periods:

- The first marking period ending on or around November 14, 2025
- The second marking period ending on or around February 13, 2026
- The third marking period ending on or around April 17, 2026
- The fourth marking period ends the week before the last day of school

Key Dates and Events		
Month	**Date (s)**	**Event**
August	18	All Staff Report to Work
	25	First Day of School
September	1	Labor Day No School
October	2	Yom Kippur
	13	Indigenous People's Day
	24	Half Day
November	4	Election Day Staff PD/ No School for Students
	11	Veteran's Day
	26-28	Thanksgiving Break
December	12	Half Day
	22-January 2	Winter Recess
January	19	Martin Luther King Jr. Day
	23	Half Day

February	13	Half Day
	16-20	Winter Recess
March	20	Half Day
April	6-10	Spring Break
	24	Half Day
May	15	Half Day
	25	Memorial Day
June	12	Half Day
	19	Juneteenth
	26	Last Day of School

Month	Number of School Days	Number of Instructional Hours
August	5	40
September	21	164
October	21	164
November	16	124
December	15	116
January	19	148
February	15	116
March	22	172
April	17	132
May	20	156
June	19	148
Total	190	1,480

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high) provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

Sample 1st Grade Student Schedule	
7:45-8:00am	Morning Prep
8:00-9:50am	Math Block, including two 10 minute breaks
10:00-10:45am	science or social studies-based content literacy instruction
10:50-11:40am	Music, Dance, Visual Art, Engineering, or Technology
11:45am-12:30pm	Lunch
12:35-3:15pm	ELA Instruction, including two breaks
3:15-3:45pm	Reflection on the day

3:45-4:00pm	Dismissal

Minutes of Weekly Core Subject Matter Instruction – Assuming a Week of Five School Days	
ELA	675
Math	450
Science/Social Studies Content Literacy Instruction	225

c. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' workday; and,
- Time devoted to core teaching assignments, planning, and other activities.

Teacher's workday will start at 7:45am and end at 4:00pm. LAACS will offer after school opportunities to teachers interested.

Sample 1st Grade Teacher Schedule	
7:45-8:00am	Morning Prep
8:00-9:50am	Math Block, including two 10 minute breaks
10:00-10:45am	science or social studies-based content literacy instruction
10:50-11:40am	Planning Time, Weekly Grade Level Meeting
11:45am-12:30pm	Lunch
12:35-3:15pm	ELA Instruction, including two breaks
3:15-3:45pm	Reflection on the day
3:45-4:00pm	Dismissal

8. Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff, and consultants, etc.);*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

LAACS defines "struggling students" as those who are at risk of not meeting proficiency in English and math. These students can fall into many categories, including ELLs and Special Education students, populations that will be discussed in parts (b) and (c) of this response. For the purposes of this part, we are defining struggling students as those who would be identified as eligible for services under Title I (and these students may be a part of the ELL population, the Special Education population and the general education population). Students will be identified for participation based on their performance on their most recent administration of the New York State ELA and Math assessments, NWEA assessments, and teacher observations during classroom instruction. Similar to the process for identifying ELL students, cut-off points will be established in both the ELA and Mathematics on these assessments. Students who perform below those established cut-off points will be eligible for academic intervention services, including those funded through Title I. Other factors, including behavioral issues, teacher recommendations, and when interventions implemented through the school's RTI program based on the guidelines of the Pre-Referral Intervention Manual (PRIM) manual (described in the Special Education section that follows) have failed to improve a student's performance, may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

LAACS's overarching curricular and instructional model is designed to effectively meet the needs of struggling students. All instruction n LAACS classrooms will be informed by student assessment data. Research has shown that such data-informed instruction is correlated with improvement in student learning.[1] In addition, as indicated in the Addressing Need response, literacy is integrated

[1] Elmore, R., & Abelmann, C. (1999). When accountability knocks, will anyone answer? Philadelphia: Center for Policy Research in Education.

throughout the curriculum. The ability to speak, read, write and understand the English language lies at the core of success in all subjects for all students. Therefore, literacy is infused in every subject and in all subject areas in all grades. LAACS students thus are continually engaged in hearing, reading, and understanding the written and spoken word through engagement in reading and writing exercises. This focus is beneficial to all students and has particular importance to ELLs and other students at-risk of academic failure who need comprehensive and continual exposure to language as well as support in the development of their English language skills.

LAACS's general education staffing model provides for an increased ability to promote a greater level of differentiated instruction to meet student needs in both reading and math. Teachers will provide instruction in their respective courses in a co-teaching environment to a classroom of 28 students. It accomplishes this by allowing the co-teachers to work together in a variety of forms.[2]

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

If, despite our overarching curriculum and instructional model, students demonstrate the need for more intensive or targeted supports, LAACS will implement reading and math intervention strategies to address identified areas of weakness of each struggling student.

A struggling student will become the focus of the School's Child Study Team (CST), described in below in the Special Education section of this response. The LAACS CST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the CST analyzes internal assessment results, including results of reading and math curriculum benchmark assessments and teacher generated assessments.

The CST will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum

[2] http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html

modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/ or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist, Math Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the CST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the CST for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.).

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention funded through the School's Title I resources. With regard to targeted reading intervention, LAACS will have two Reading Specialists on staff beginning in the first year of operations. By year 3, the school will add a third Reading Specialist. The Reading Specialists will be expected to provide direct instruction to students needing reading intervention and to support subject teachers in bringing reading intervention strategies into their classrooms. LAACS do not believe in a one size fits all approach to reading intervention particularly with the middle school population of students whom we will serve who will come to the school with a range of reading deficits, Therefore, we are loath to purchase one packaged reading intervention program for students in need of reading support. Instead we want our Reading Specialists to have flexibility to use a variety of programs with students based on students' identified needs and how students respond instructionally. Reading Specialists will provide reading intervention services to targeted students in both a push-in and pull-out model. The Reading Specialists will also work with teachers on how to bring reading intervention strategies into the classroom (such as QAR-Question Answer Relationships or Reciprocal Teaching), both of which can be incorporated into any curriculum (with all subjects) and are beneficial to all students (even those reading at or above level). It is important to note that the ESL Teacher will also provide support to students below grade level in reading. While they may not be ELLs, research shows that children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development. Thus, students at-risk of academic failure will also benefit from sheltered instructional strategies that will be utilized by the

ESL teacher and incorporated by general education teachers to provide access to mainstream, grade-level content, and to promote the development of English language proficiency.

While the school will have a Reading Specialist, LAACS considers that all instructional staff will be involved with providing instruction to struggling students. The Principal will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the School's learning standards. In terms of instructional support specialists, the School will have:

• The Reading Specialist who will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs;

• Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated CTT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the instructional strategies special education teachers use to address the needs of special education students;

• An ESL Teacher who is devoted to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, the ESL Teacher is able to positively impact all students in the classroom as all students are able to benefit from these sheltered instructional strategies.

• The Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement.

The Reading Specialist will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs. The Principal will serve as the Title I coordinator for all struggling (at-risk) students and will oversee the implementation of the academic intervention programs targeting this population of students, including:

1. Implementation and documentation of academic intervention services by classroom teachers and the designated reading specialists. Examples of intervention services by classroom teachers and the reading specialists are: (a) Extra small group Guided Reading sessions to develop reading comprehension; (b) The Reading Specialist's (and all teachers') use of research-based reading intervention programs and/or strategies for students designated as Title I and in need of academic intervention and remediation; (c) Supplemental utilization of reading material leveled to specific students and matched closely to individual's interests; (d) Individualized or small group instruction focused on Title I student strengths providing development of areas such as background knowledge, vocabulary development, and/or oral language skills; (e) Extra small group mathematics support to develop and/or strengthen Number Sense and Operations; (f) Creation of supplemental specialized mathematics 'station' for targeted practice to promote development of specific skill or strategy; (g) Utilization of supplemental manipulatives to support identified deficiencies; and (h) Supplemental one-to-one instruction, including through the use of technology, to provide drill and practice of basic mathematics facts.

2. Intervention and documentation by the Social Worker to support family participation in promotion of academic growth of student. Examples of supplemental intervention services by the Social Worker are: (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of at-home "work space" and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

With regard to students who are struggling in math, LAACS will have on staff math teaching professionals (both math teachers and designated math specialists) who can work with students in a one-to-one setting or in small groups both in a push in or pull out model. The capacity of math teachers to work with struggling students is enhanced through the co-teaching model in math class.

As discussed in above in the Addressing Need response, LAACS will have in place a process for continued program assessment. Progress Monitoring will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice[3] that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis.

Students are monitored closely by their teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for struggling students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine the progress of struggling students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to struggling students, where necessary.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal and Assistant Principals will evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. Our data driven instructional focus facilitates teachers being able to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students. The performance of

[3] Office of Special Education Programs (OSEP): National Center on Student Progress Monitoring.

struggling students will also be measured using formative and summative assessments and standardized assessments like the NWEA and the New York State assessments in ELA and math and science. Analysis of assessment data will allow us to see progress or lack of progress and particular areas in which progress was or was not made. Students meeting established cut-off points will no longer be considered Title I students or students in need of academic intervention.

LAACS will engage in a process that provides continued assessment of its academic intervention and Title I programs. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine student progress against the school's overall accountability goals and will modify programs and services to struggling students, where necessary. This information will be shared with the LAACS Education Committee of the Board. Measures of the academic intervention/Title I program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of the schools "struggling" student population.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;
- Discussion of the relationship between the school and the district Committee on
- Special Education ("CSE");
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;

- The process for coordination between general education teachers and special education teachers and service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;
- Specific professional development provided to the instructional staff for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom; and,
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

LAACS will not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The School will abide by all terms within the Special Education Assurance document and provide instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA). The School will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. The School will not place a student in a learning environment that is inconsistent with his or her IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

LAACS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers—the Child Study Team (see below)—to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. LAACS will ensure that the most recent IEPs of students already identified as students with disabilities who have been accepted into the school will be forwarded by their previous schools to LAACS in a timely manner. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

A student suspected of having a disability, based on academic performance, teacher observation, or parental concern, will become the focus of the School's Child Study Team (CST) consisting of an administrator, teachers, social worker and special education teacher. The LAACS CST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist

along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST will use the PRIM (Pre-Referral Intervention Manual) to guide their RTI strategies. The CST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the CST analyzes internal assessment results including curricular benchmark assessments and other internal assessments.

The CST will review the student's behavior and academic performance, including members of the CST observing the student at select periods throughout the day so as to identify areas of need and strength and to be able to develop a strategy to address the child's needs. In addition, the CST will interview the student's teacher(s) and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Similarly, as delineated previously in (a) Struggling Students, consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/ or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist, Math Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the CST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the CST for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.). The School will establish an ongoing partnership with the child's family through regular meetings and/or updates.

If there is no improvement in the student's academic or non-academic areas of concern following implementation of appropriate strategies then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the

NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student's parents.

Regulations of the NYS Commissioner of Education outline procedures for initiating a referral for a student suspected of having a disability and further identify responsibilities for school personnel with respect to such a referral. In accordance with Part 200.4 of the Regulations: A student suspected of having a disability shall be referred in writing to the chairperson of the district's CSE or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services...lf a referral is received by the building administrator, it shall be forwarded to the committee chair immediately upon its receipt by the building administrator.

A referral may also be made by: a student's parent or person in parental relationship, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members, directing that such a referral must: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and (3) describe the extent of parental contact or involvement prior to the referral.

The various components described above are integral elements of a referral made by school staff members. In consideration of their importance in Regulation and policy, a referral that does not include all required items will be considered incomplete and will be returned to the sender by the CSE for completion. The evaluation process will not begin until the referral is completed with all required components and resubmitted to the CSE. Therefore, professional staff members will carefully consider all components of the referral in order to avoid any delay in processing.

LAACS is responsible for providing annual hearing and vision screenings for all students. An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. It is the responsibility of LAACS to attach a copy of the student's health record which includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained. LAACS will contact the Department of Health to gather current medical information on students within the school.

The referral form will remind professional staff members of these required components and the requirements for a referral to be considered complete. The referral also provides more opportunity to consider and describe interventions attempted prior to referral. The wide variety of interventions identified on the referral form serves two purposes: to offer intervention strategies and options that may not have been considered prior to referral and to substantiate those that have been attempted. The referral form reinforces the responsibility of school personnel to consider appropriate alternatives in general education before proceeding with a referral.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (see 34 CFR §§300.22, 300.312 and 300.340 et al). LAACS will implement the IEP developed by the CSE of the student's district of

residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. LAACS will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment.

LAACS will have appropriately certified special education staff to support its special education program, including a special education coordinator, at least one special education teacher on each grade level and school social worker. LAACS will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response.

In year 1, the Special Education Teacher will be responsible for overseeing the School's Special Education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, and submitting annually all required reports in compliance with 34 CFR §300.750. In Year 2, the Special Education Coordinator will be hired and be responsible for overseeing LAACS's special education program.

LAACS is committed to a special education model based on inclusion. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP. LAACS will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. Special education students in LAACS, when appropriate according to their IEPs, will receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) will provide both push-in and pull-out services to special education students as required by their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs.

The School will provide support services to students to ensure that IEP mandates and measurable goals are met. LAACS intends to directly provide the following services that may be required by a student's IEP: resource room and Collaborative Team Teaching (CTT) within a particular grade. LAACS will have a full-time social worker for those students whose IEP requires counseling services.

LAACS special education staff and consultant service will also serve as special education consultants to the overall school community. Special education staff will work with general education teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. To this end, special education staff will ensure that these teachers at the school are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and will be provided information, training and support by the Special Education Coordinator and special education teachers, as needed, to ensure their understanding of the student's needs and their

responsibilities, as required by the student's IEP, to implement a student's program and/or any required modifications or accommodations in their classes.

LAACS budgets are also aligned with the expected need to purchase instructional materials as identified by the school's special education professionals. LAACS will contract with outside service providers for speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students in LAACS will receive their adapted curriculum work and other therapies, such as speech-language therapy and occupational therapy in a setting that is in accordance with their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. The school will ensure that the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that LAACS is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

LAACS believes that everybody benefits from inclusion. In particular, a key element of LAACS inclusion model is the increased instructional intensity that comes through the collaboration between general education teachers with the special education teacher, particularly in the CTT classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that can adapt to the needs of all students. The implementation of different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed LAACS inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs along with the other students in the classroom benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.[4] Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with disabilities who spend time among their peers show an increase in social skills and academic proficiency.[5] Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.[6] Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.[7] A combination of

[4] Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. Exceptional Children, 64.

[5] Trainer, M. (1991). Differences in common: Straight talk on mental retardation, Down Syndrome, and life. Rockville, MD" Woodbine House.

[6] Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. Exceptional Children, 62.

[7] Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. Journal of Learning Disabilities, 28(8), 511-522.

inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.[8]

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.[9] Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research shows that inclusion helps students understand the importance of working together and fosters a sense of mutual respect and empathy among the student body.[10]

Overall, the program of inclusion at LAACS has been developed with the needs—educationally, behaviorally, emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students.

During common planning times general education and specials teachers will schedule grade level and individual meetings with the special education staff to review each student with an IEP. Any adaptive technology will be discussed and training will occur during the time. Further, any and all RTIs will be discussed and modified. During staff-wide professional development, the special education staff will conduct training for other teachers and personal around the various laws and regulations surrounding students with disabilities as well as professional development on implementing interventions. Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods. Finally, during the August preschool conference there will be an entire day reviewing the inclusion program and expectations.

Because LAACS has common planning time and all staff development time built into teachers' weekly schedule, there will be opportunities for collaboration between all instructional staff and special education providers to develop as Action Plan and to monitor ongoing progress against IEP goals and school accountability goals. The Special Education Coordinator, under the direction of the Principal, will be responsible for facilitating this coordination and monitoring the progress. This will also be a time for the CST to report their observations and make recommendations about any students suspected of having a disability. Every teacher of a student with a disability will be provided a copy of the student's IEP and training and will be provided information and support by the Special Education Teacher and the Special Education Coordinator, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

LAACS's Progress Monitoring Process will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Students are monitored closely by their

[8] Marston, Douglas. The Journal of Special Education, Vol. 30, No. 2, 121-132 (1996).

[9] Giangreco, M.F., Cloninger, C.J.,& Iverson, V.S.(1998). Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities (2nd ed.). Baltimore: Paul H Brookes Publishing Co.

[10] Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. Learning and Instruction, 14(2),197-213.

teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

Through Progress Monitoring Process, special education students will be closely tracked for reaching benchmarks and moving towards their IEP goals as well as school accountability goals, as would be for all students in LAACS, no matter their designation. Ongoing progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The School will communicate with parents of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that parents and families can support the education and development of their children with disabilities.

LAACS will engage in a process that provides continued assessment of its special education program. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the special education program. Special education programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine student progress against not only IEP goals but against the school's overall accountability goals and will modify programs and services to special education students, where necessary. This information will be shared with the LAACS Education Committee of the Board. Measures of the special education program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure, and resource allocation that will more effectively meet the needs of the special education population.

All teachers will receive on-going training regarding the education of special needs students, particularly during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of special education students by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. In addition to the pre-opening professional development period, the teachers will have opportunities for ongoing training, planning and collaboration facilitated by the special education coordinator, who may engage outside professional development consultants around issues specifically related to the education of students, during regularly scheduled staff development time on teachers' schedules.

As delineated on the teachers' weekly schedules provided in Response 6(a-c), there is opportunity for collaboration between all classroom teachers and special education instructional staff to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals.

The Special Education Coordinator will be responsible for facilitating this coordination and monitoring the progress.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- The process for identifying students whose first language is not English consistent with New York State required procedures and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs; The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);
- The research and evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;
- The process that will be used to monitor the achievement and progress of ELLs including exit criteria;
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand;
- How the school will make after-school and other extra-curricular programming accessible to ELLs; and,
- The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met.

LAACS shall serve any and all Limited English Proficient (LEP)/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. LAACS shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. LAACS ensures that LEP/ELL students (ELLs) will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELLs will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation in LAACS.

LAACS's process for identifying ELLs and the method by which LAACS will determine which of its students may need assistance is as follows:

1. If English is the only language spoken in the home as indicated on the Home Language Survey (HLS), then the screening process need not continue;
2. If the home language is other than English or the student's native language is other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language;

3. If the student speaks a language other than English and speaks little or no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL).

A student who scores below the designated proficient level is LEP, thus eligible for ESL services. The NYSITELL is administered only once to each incoming student; and (4) After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

LAACS's data-driven approach to instruction as well as ELL intervention strategies will ensure that the ELL students' needs are addressed and they are able to move out of ESL status in a timely manner.

LAACS ESL Intervention Model

LAACS will have one ESL Teacher to support instruction in the school who will provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. The ESL Teacher will be appropriately certified, in particular, LAACS will expect the ESL Teacher to have at least a Bachelor's degree and appropriate state certifications, at least two years' experience as an ESOL or ESL program teacher in an elementary school or middle school environment, demonstrated understanding of and experience in sheltered instruction techniques and be bilingual English/Spanish or English/French given the demographics of the immigrant community in CSD 27.

The approach that the ESL Teacher will use in conjunction with the classroom teacher is one of sheltered instruction. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include… sheltered English instruction.[11]

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY Binghamton's School of Education writes in her report entitled, Sheltered Instruction: Best Practices for ELLs in the Mainstream, "Sheltered classes can be team-taught by an ESL teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction." We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ESL Teacher, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the middle school grades.

[11] Cummins, J. (1989). Empowering minority students. Sacramento, CA: California Association for Bilingual Education.

Sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including push-in and pull-out. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."[12]

The ESL Teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.[13] The ESL Teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.[14] Another way the ESL Teacher would work in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.[15] Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ESL Teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

At LAACS, we expect the majority of sheltered instruction will occur in the classroom through a push-in model with the ESL Teacher, the school will also implement a pull-out model with the ESL Teacher as necessary. Since LAACS will seek to avoid ELLs missing content instruction in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English language development in the context of the particular content course. So, for example, if a group of

[12] Short, D., Hudec, J. & Echevarria, J. (2002). Using the SIOP Model: Professional Development Manual for Sheltered Instruction. Washington, D.C.: Center for Applied Linguistics

[13] Vygotsky, L. (1978). Mind and society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press; Tharp, R., & Gallimore, R.(1988). Rousing minds to life. Cambridge: Cambridge University Press

[14] Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), The child's conception of language (pp. 241-256). New York: Springer-Verlag.

[15] Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. Language Arts, 60, 168-175.

ELLs are being pulled from social studies for small group English acquisition-focused instruction, the ESL Teacher having planned in advance with the classroom teacher can develop his or her lesson plans around the content being covered that day in the social studies class.

LAACS will undertake a training program for teachers who are directly involved with ELLs. This training will become a standard part of the LAACS annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native language and culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs. LAACS will guarantee that materials and facilities for the implementation of the ELL instructional program will not be inferior to those materials and facilities available to English proficient students, and will be of the same quality and quantity available to the general student population.

The dedicated common planning and staff development time built into the teacher's weekly schedule provides opportunities for collaboration between all instructional staff, including between general education teachers and the ESL instructional staff where they can collaborate to develop a plan of action and to monitor ongoing progress of ELLs towards English proficiency and school accountability goals. The Principal and his or her designee and the ESL Teacher will be responsible for facilitating this coordination and monitoring the progress. The CST is also a vehicle by which teachers can report their observations and make recommendations about any ELL student who may be struggling with English language acquisition.

LAACS will provide a process for continued program assessment. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the ESL program. LEP/ELL students' academic program and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. ESL programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine ELLs academic progress, as well as their level of English language acquisition, as well as ELLs' progress against the school's overall accountability goals and will use this information to modify programs and services to LEP/ELL students, where necessary. This information will be shared with the LAACS Education Committee of the Board. Measures of the ESL program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the ESL instructional program, organizational structure and resource allocation that will more effectively meet the needs of the ELL population.

LAACS will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. The Home Language Surveys will provide the school with information about the home languages spoken by our non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, LAACS will utilize an online translation website, such as Google Translate.

All students at LAACS will be eligible to participate in after school and extra-curricular programming. The administration of the School will ensure that all non-English speaking parents (whether or not their child is has limited English proficiency) are aware of the after school program

and all other extra-curricular programming and school celebrations by ensuring that all notifications are provided to parents in their respective language. The School will have in place a monitoring process to ensure that all members of the community are participating in these programs. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of ELLs participation in extra-curricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the Board.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- How the school will identify advanced and/or gifted and talented students; and,
- Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.

LAACS students are deemed academically advanced when they are performing above grade level in ELA and/or math. LAACS will identify advanced students who are exceeding grade level proficiency standards in ELA and math as measured by the NYS ELA and Math test, NWEA tests and curriculum benchmark assessments and in science by curriculum benchmark assessments. Teacher observations of a students' performance in English, science and math classes can also be indicators of students who are deemed to be advanced.

As described previously, all teachers will be supported in their continued capacity to address the needs of all learners, including advanced students, by using student assessment data to inform their instruction. The school's focus on data-driven instruction along with a variety of models that teachers will employ to provide instruction (for instance gradual release of responsibility and project-based instruction) will allow teachers to provide highly differentiated instruction and thus accelerate the learning for advanced students. The School's budgets are aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of special student populations, including the advanced student--for instance, purchasing additional books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time, teachers may engage advanced students on an individualized research project that requires their developing internet

research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work. Through LAACS professional development program, teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study. Teachers will be expected to produce lesson plans that show evidence of how s/he has

differentiated instruction for special groups of students who may be in his/her class including: ELLs, special education students, academically advanced students. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons.

Advanced students will also be the subject of the CST and teachers will engage in conversations around strategies to continue to accelerate the advanced students. Finally, as with students at risk of academic failure, advanced students will also benefit from the extended time available during the school day to engage in academic intervention. For the advanced student, this means time to continue on an accelerated pace including working on independent projects under the guidance of his or her classroom or subject teacher or receiving accelerated instruction by a teacher or college tutor on a specific topic.

As described previously, all teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction within the workshop model construct through professional development as well as systems such as the CST and Progress Monitoring Process that will provide teachers with the opportunity to collaborate with instructional leaders and instructional peers to implement instructional strategies or utilize additional curricular resources that continue to advance advanced students. The School's budgets are also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

All teachers will receive on-going training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the School's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by the Principal, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

Among the instructional models that will be employed by teachers at LAACS, the GRR model is based on Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills.

Teachers use of project-based learning is another example of an appropriate strategy for advanced learners as it allows students to engage in complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that

includes teacher facilitation, but not direction. This instructional model is focused on questions that drive students to encounter the central concepts and principles of a subject hands-on. Students form their own investigation of a guiding question, allowing students to develop valuable research skills as students engage in design, problem solving, decision making, and investigative activities. Through project-based learning, students learn from these experiences and take them into account and apply them to the world outside their classroom.

Project-based learning is a teaching technique that promotes and practices new learning habits, emphasizing creative thinking skills by allowing students to find that there are many ways to solve a problem.

The co-teaching model in Math and English is also a vehicle by which advanced students in the classroom can be accelerated in the curriculum. Through the co-teaching model, teachers have the ability to create instructional groupings based on need allowing one of the two teachers to oversee the instruction of a particular group of students. Students who are able to advance in the curriculum can be instructional group who under the direction of one teacher will be able to accelerate their learning and advance them in the curriculum.

All teachers will be responsible for serving the needs of all learners, including those who are advanced academically. LAACS will have a process for continued program assessment. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for advanced students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine the progress of advanced students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to advanced students, where necessary.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. Our data-driven instructional approach allows instructional staff to make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the curriculum benchmark assessments, formative and summative assessments and standardized assessments like the Scantron Performance Series and the New York State assessments in ELA and math and science. Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

LAACS will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. LAACS will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary. This information will be shared with the LAACS Board. Measures regarding how our program is serving academically advanced students will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional

program, organizational structure and resource allocation that will more effectively meet the needs of the our academically advanced student population.

9. Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school including a delineation of which instructional staff each instructional leader is responsible for supporting;*
- *The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

The primary instructional leader of LAACS will be its Principal; s/he will be accountable for the ongoing successful implementation of the school's academic program. Under the direct supervision of the school's Executive Director, the Principal will assume overall responsibilities for recruiting, managing, evaluating, developing and retaining a team of extraordinary teachers; ensuring the use of effective, research-based teaching methodologies and practices; working with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning; keeping abreast of successful instructional methodologies and practices; ensuring consistencies in effective instructional methods and practice among the team of teachers; and ensure the learning environment maximizes student learning for all students.

The LAACS team acknowledges that strong instructional leadership is critical to the success of a startup school that may employ teachers without substantial instructional experience. To ensure adequate capacity for to support each teacher, LAACS will invest significantly in an expanded instructional leadership team starting in the school's first year of operation. Supporting the Principal in instructional leadership will be a full time Assistant Principal, who will be hired prior to the start of the third year of the charter term.

The Principal may delegate any of the above-referenced responsibilities to either Assistant Principal, who would carry out such responsibilities (such as direct teacher coaching or vetting lesson plans) with support from the Principal. The Assistant Principal's overarching responsibilities are to work with the Principal to provide instructional leadership through ensuring:

- Curriculum development aligned with New York State and Common Core standards
- Skillfulness of teachers through job embedded professional development
- Systematic use of formative and summative assessment data to inform instruction
- Layers of learning support for all students

The Assistant Principal will support teachers and curriculum development in math, science, technology, ELA, Social Studies, Music, Art, and Dance. Please note that job descriptions delineating

the roles and responsibilities of the Principal and Assistant Principals are provided in Response 12ac-Personnel.

The Principal and Assistant Principals will monitor the effectiveness of the academic program through the school's Progress Monitoring Process. The Progress monitoring that the school will employ is a scientifically based practice[1] that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to regularly monitor the progress of students on an individual, aggregate, and disaggregated basis.

The process for Progress Monitoring begins at the start of the school year where individual student's current levels of performance are determined and goals are identified for learning that will take place over time for individual students, all students and disaggregated groups of students. Students' academic performance is measured on a regular basis-approximately four to six weeks. Progress toward meeting the student goals, on an aggregate and disaggregated basis, is measured by comparing expected and actual rates of learning. In the first year of operation, LAACS's Principal will meet with instructional staff every four to six weeks to engage in the Progress Monitoring Process. When students fall short of benchmarks, a plan of action is collaboratively developed by teachers with the support of the Principal and Assistant Principal, so that the identified student needs will be addressed. Data from Progress Monitoring sessions is used by the instructional leadership and instructional staff to inform modification to classroom instruction, curricular adjustments, and targeted professional development that respond to the Action Plan that is developed for each student or groups of students in order to ensure individual students as well as aggregate and disaggregated populations will meet performance benchmarks.

This process allows the Principal and Assistant Principal to regularly monitor the effectiveness of the school's academic program, including intervention strategies for at-risk populations. Importantly, this data is shared with the Education Committee of the Board of Trustees so that they can make informed decisions regarding any changes to the instructional program and human and financial resource allocation to support high student achievement.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

LAACS's approach to teacher supervision and support is grounded in a commitment to building the instructional capacity of each teacher to support high levels of student achievement. As such, it is an integral part of the teacher evaluation process which is a tool for professional development and a means to provide teachers with support on an individual as well as collective basis in order to improve

[1] Office of Special Education Programs (OSEP): National Center on Student Progress Monitoring.

and enhance student learning. At LAACS, the Principal (who may delegate such responsibility to the Assistant Principal, when hired) will conduct formal observations of teacher practice at least three times a year in addition to informal observations that would occur on at least a monthly basis and more often should observations and such tools as self-evaluations, surveys, and data from the Progress Monitoring Process indicate when a teacher needs additional instructional supports.

Teacher observations are conducted using the Danielson framework (described below in Teacher Evaluation) as the framework to assess the teacher's delivery of instruction and to communicate feedback with the teacher. Observations and the post-conference debrief involve the reference, review and creation, if necessary of a performance improvement plan. The result of the debrief is always a collaboratively developed and actionable plan to address areas of growth which might include targeted professional development, peer mentoring, instructional modeling, or other strategies. The Principal and Assistant Principals' role in teacher supervision and support go beyond the formal and informal classroom observations. The Principal and Assistant Principals will be engaged with teachers individually and collectively on a weekly basis to support individual planning, planning with co-teachers and instructional specialists, grade level team meetings and staff-wide professional development, including facilitating the Progress Monitoring Process, modeling effective instructional or classroom management strategies and providing guidance to Child Study Team meetings, as needed.

At LAACS, teacher supervision and support may not always be Principal- or Assistant Principal led. LAACS's instructional leadership will promote leadership development from within the School's teacher ranks. Through professional development vehicles such as mentor-teacher relationships, model classroom lab sites, peer evaluation, peer review, inter-visitations, among others, teachers are able to provide support to each other while building their own skills in learning how to look at colleagues' work, reflect on best practices and collaborate with each other to create plans of action to improve instruction and thus student performance levels. As described throughout this response, these purposeful interactions between and among Principal and instructional staff provides a myriad of opportunities for teacher supervision and support, the result of which is always to strengthen teacher instructional capacity to improve student learning as well as job satisfaction.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,*
- *The process for evaluating the efficacy of the professional development program.*

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. LAACS's professional development program is designed to achieve these goals by aligning professional development activities with overall teacher supervision, support, and evaluation activities informed by classroom observations and student level performance data. LAACS's view of professional development is one in which teachers are engaged in professional learning every day.

Professional development will pervade the classroom and the school. It will be embedded in the analyses that teachers engaged in every day as they continually draw understanding about their performance from student learning. At LAACS, teachers will learn together. They will solve problems under the direction of the Principal in teams or as a whole faculty because every teacher will internalize that he or she is responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of best practices that will help themselves and others in supporting a high achieving school environment.

Professional development will begin in pre-opening professional development prior to the start of the school year and will continue throughout the school year. While LAACS's philosophy is that teachers will be engaged in professional learning every day, all day long through reflective practice, the school calendar and schedule has carved out discrete times when teachers have time to engage in individual planning, collaborative planning with their co-teachers and with instructional specialists, grade level team meetings and all staff development.

During the pre-opening professional development, time will be spent reviewing the school's charter and accountability plan goals, with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The Principal and various topic-specific consultants will present workshops to prepare teachers to work with all students, including at-risk, ELL, students with disabilities, and academically advanced students. The topics that will be covered in pre-opening professional development activities will support all teachers, including novice teachers and teachers new to LAACS. Topics included in pre-opening professional development include but are not limited to:

1. effective use of student assessment data to differentiate instruction including evaluating student data, assessing student needs, and evaluating student learning;
2. effective use of different instructional models—gradual release of responsibility, coteaching, inquiry-based learning, project-based learning, and other models expected to be employed by LAACS teachers;
3. Progress Monitoring Process Overview;
4. special education procedures and services and the IEP and its use in guiding student learning;
5. Sheltered Instruction;
6. working together effectively in a co-teaching and collaborative team teaching model;
7. the role of the general education, math teacher, science teacher, specials teachers, ELL teachers and special education teachers, and academic intervention service providers;
8. forming partnerships with parents;
9. analysis of the instructional environment;

10. adapting instruction and adaptive technology;
11. introduction and overview of curriculum materials;
12. the purpose and role of the Child Study Team; and
13. classroom management.

Regularly scheduled staff development is an integral part of LAACS's professional development model. The professional development activities and supports will take the form of internal and external workshops, classroom modeling and demonstration, peer review, peer mentoring within LAACS, development of "model classrooms" and teacher inter-visitation within the school and other high performing public and charter schools within CSD 27. At LAACS, the daily schedules for all teachers will provide for time for individual preparation and the weekly schedule allows time for grade level meetings and all staff development (Fridays from 4:00-5:00) in addition to four designated days on the calendar where teachers will have a concentrated block of time to engage in all staff development. The time on the school schedule and calendar provide teachers the opportunity to:

1. engage as a group in comprehensive professional development around specific predetermined topics or topics in response to needs identified by instructional staff or student assessment data facilitated by the Principal, Assistant Principals or other school instructional staff or outside consultants;
2. to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways;
3. to convene Child Study Teams around specific students who have been demonstrating needs and challenges;
4. to plan together to deliver effective collaboration in the co-teaching model or around instructional specialists providing push-in support to targeted students into the classroom; and
5. to engage in the Progress Monitoring Process to evaluate student achievement.

In the first year, the process of designing and coordinating the professional development program will be led by the Principal. After the second year of operations, the Principal will delegate this responsibility to the Assistant Principal but will provide oversight of the work. The Principal and Assistant Principal will work on a weekly basis coaching the school's instructional staff and providing training and guidance in their work with all learners, including special populations of ELLs, students with disabilities, at-risk students, and academically advanced students. Instructional support specialists including the special education staff, Reading Specialist, and STEAM Specialist will be the school's internal resources for delivering professional development in their respective instructional areas of expertise. As necessary the Principal may request funding from the Executive Director to engage outside consultants to provide specific training to teachers.

In the first year of operation, the Principal will be responsible for identifying the needs of teachers throughout the school year through a needs assessment process that includes teacher survey, teacher observations (including those following professional development to assess whether strategies are being implemented) and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including the Progress Monitoring Process described previously, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted professional development. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues. Further, the convening of CST focused on individual students in need may reveal similar information for which targeted professional

development is needed. The professional development model that allows for regular staff development time as well as teachers' schedules that support both individual and common planning time among grade level teams facilitates the ability of the school's instructional leadership to professional development address needs in a timely manner.

The process described later in this response regarding evaluating the efficacy of the professional development program will inform the professional development priorities year to year during the first five years of operation.

The process by which professional development topics are identified, described above, ensures that the needs of all teachers are met. The needs assessments, self-evaluation tools of the teacher evaluation process (as described below in response to teacher evaluation) and Progress Monitoring Process provide the Principal and, in later years of the charter term, Assistant Principal with information regarding the strengths and weaknesses of teachers on an individual and collective basis. As teachers will come to the school with varying degrees of prior teaching experience, including those new to the profession, and after the first year of operation varying degrees of experience teaching in the LAACS community, every teacher will have different starting points and unique expressed and identified needs for professional development. Results from this ongoing process drive the next steps in the annual professional development program which results in professional development that is responsive to the needs of all teachers in the school.

Among the professional development vehicles that will support the needs especially of teachers new to the profession and/or new to the school is peer mentoring. The Principal with support of the Assistant Principal will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to the school. While the mentoring will of course support the professional needs of new teachers both to the school and to the profession, this model also builds instructional and leadership capacities in the mentor teachers. As mentor-teachers, they will model lessons for their mentees and observe their mentee's lessons. This peer evaluation process serves as professional development for the mentor-teacher as he or she will gain experience in how to look at their colleagues' work, reflect on best practices and debrief together with their mentee to improve instruction and student learning.

The ultimate value of professional development for teachers is the essential role it plays in transference to the classroom to improve student learning. Therefore, the instructional leadership must pay attention to the results of professional development of teacher practice on the success of all students. At LAACS, evaluation of the professional development program has two important goals: to improve the quality of the program and to determine its overall effectiveness. The results of this process will inform the professional development priorities year to year during the first charter term.

Formative evaluation will be used to modify or improve the professional development program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys, while the Monitoring for Results system will provide data regarding improvement in student learning that will inform the Principal in fine-tuning or making midcourse corrections to improve the quality of the professional development program. Formative evaluation helps ensure that the professional development program meets our teachers' needs and expectations, is a meaningful experience and can be translated into action in the classroom.

At LAACS, this formative evaluation is an ongoing process, and our regular staff development time allows for implementation of any modifications on an almost real time basis to address needs identified through the formative evaluation process.

Summative evaluation is used to determine the overall effectiveness of the professional development program. Summative evaluation is done at the end of the year. LAACS will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes. The first level of summative evaluation is to assess the changes in teachers as a result of participating in the professional development program. At LAACS, through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, the Principal will collect data regarding how the professional development program has improved student practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning. Here, the instructional leadership in collaboration with teachers will analyze student assessment data, including standardized assessments, six-week assessments and teacher-generated summative and formative assessments. Through the Monitoring for Results process, student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups (ELLs, special education, economic status, etc.).

It is important to note that this is one of the steps in the overall process the Principal and Assistant Principal will undertake to evaluate the School's progress towards Annual Accountability Goals. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. Based on analysis of both this qualitative and qualitative data, the Principal and Assistant Principal will draw conclusions regarding the efficacy of the professional development program and recommendations for modifications of the overall program in order to improve teacher practice and student outcomes.

These recommendations will be presented to the Board's Education Committee. The recommendations will be discussed in the School's Accountability Plan in response to areas where the School may have fallen short of Accountability goals and how these professional development changes will effectuate positive learning outcomes in the future. The recommendations to improve overall professional development program effectiveness will be implemented in the subsequent academic year. During the subsequent academic year and every year thereafter, the School will continue to engage in this formative and summative evaluation process to continually improve the efficacy of the School's professional development program over time.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,*

- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

LAACS's expectations for student achievement have been established in the charter application and these expectations will be frequently messaged and reinforced to inform what is expected of teacher performance to meet student achievement goals. Even before they are hired, teachers will know what LAACS's expectations are for student achievement and the critical role they must play to promote student learning. This will be communicated in the charter application which we expect qualified candidates to have researched (salient points of the charter school's educational program and student expectations will be available on the school's website) and in the job description for teachers that will delineate the roles and responsibilities of teachers and qualifications and characteristics of a successful candidate. A successful LAACS teaching candidate is one who believes that all students can achieve academically and one who takes ownership of his or her responsibility in supporting high student achievement. Once hired, teachers will engage in pre-opening professional development. During this period, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The school's culture promotes accountability, and all members of the community will internalize the fact that they are accountable for outcomes, which for instructional staff means student outcomes. This will be communicated in many ways to teachers. All professional conversations at the school (professional development, CST meetings, Progress Monitoring Process, etc.) revolve around the learning standards and what students must achieve to get there, what challenges may be facing individual students in meeting the goals and what instructional staff must do to meet identified student needs. Through the professional development program, all teachers are engaged in continual learning to improve their instructional capacity in order to promote student achievement— teachers are expected to undertake professional readings, attend workshops, participate in book clubs facilitated by the Principal and engage in other learning opportunities.

There is another mechanism by which the School communicates how its expectations of teacher performance are tied to student achievement and that is through supplemental compensation. As a charter school, LAACS will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, LAACS can compensate teachers based on their performance (pending budget availability). In the years following the first year of operations, LAACS, through salary decisions, will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. The school's ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels to achieve maximum pay. LAACS will employ a data-driven approach to teacher evaluation. The use of data to inform teacher evaluations ensures to the greatest degree possible, that evaluations are conducted objectively.

While the actual evaluation process and evaluation tools will be developed during the start-up period, LAACS will subscribe to a general framework of teacher evaluation promoted by The Danielson Group's in its Framework for Teaching, ("Framework") as described in Charlotte Danielson's book Enhancing Professional Practice: A Framework for Teaching and LAACS would consider adopting the Framework for teacher evaluation at the school. The Framework is aligned to our philosophy that

teacher evaluation protocol should incorporate aspects of teacher supervision and support. NYSED identified the Danielson Framework for Teaching as the rubric for teacher evaluation that is best aligned with New York State standards of practice of teachers and/or principals. This Framework for evaluating teacher effectiveness is based on a solid foundation of research and is demonstrated to be strongly correlated to student growth. This Framework involves reviewing a researched-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium standards. In the Framework, components of teaching are clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities.

There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year. The Danielson framework is an important element of this evaluation process, which will also contain a set of goals created through collaboration with the evaluator and teaching professional in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) Annual goals will be created collaboratively by the teacher and the Principal (who may designate the responsibility to the Assistant Principal) through a mutual dialogue about next steps to the next level. Teacher evaluation at LAACS will provide regular opportunities for teachers to express needs of professional growth aligned with better student outcomes, school mission and initiatives in content, pedagogy and professional growth.

In collaboration with the Principal (or Assistant Principal), the teacher outlines improvement actions most applicable to the individual's growth and development and provides supports to reach the goals projected. Frequent reference and review of the framework rubric throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes. The Danielson evaluation process involves the compilation of artifacts which are documents for information and provide data sources and concrete examples as they relate to the four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. Artifacts are used to gain the richer picture of all that is involved in teaching and include any instructional materials or directions employed by teachers to facilitate student learning. In considering educational quality, artifacts must not only be learner oriented but also provide evidence of planning and professional growth. They should be designed to meet a specific outcome reflective of school initiatives, curriculum standards and/or adapted to specific ability and levels. The design should proceed from an analysis of student data, State standards and/or school benchmarks, and the content of the lesson.

The evaluation process involves continual dialogue among the teacher and the Principal (or Assistant Principal, if so designated). The dialogue begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post observation conferences, and finally, the summative evaluation. The summative evaluation is an annual evaluation process that uses compiled data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the Principal (or Assistant Principal) and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning

and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for evaluation; and Identification of staff development needs.

Ultimately, decisions around teacher compensation and renewal of a teacher's annual contract with LAACS will be tied to their performance evaluations conducted by the Principal (or Assistant Principal). These evaluations will place emphasis on each teacher's performance as it relates to teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

10. School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;*
- *Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment; and,*
- *How the school will instill the culture and expectations with board members, staff, students, and families.*

For LAACS, a strong school culture means much more than just a safe and orderly environment and it is one of the more important elements that drive the success or failure of a school. While LAACS will of course seek to create a safe and orderly school in addition to a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement among students and educators, these characteristics of its school culture must be underpinned by a set of shared norms, values, and vision that focus all its stakeholders' attention on what is most important and motivate them to work hard toward a common purpose.

At LAACS, our mission and our shared adherence to principles of high expectations, individual and collective accountability, life-long learning, building personal and organizational capacity, self-reflection, academic rigor, and academic excellence are those underpinnings. While our culture arises from our mission, vision, and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies, and rituals that support, reinforce, and perpetuate the culture. Teachers at LAACS will consistently hold students to high academic expectations and will be able to focus on effective instruction because schoolwide classroom management expectations are enforced by every teacher every day.

Such a strong school culture makes clear what LAACS will be about and how members of the community act in it. By fostering such a culture, LAACS believes it can reap tremendous benefits, including:

- Promoting effort and productivity among all stakeholders;
- Improving collegial and collaborative activities that promote better communication and problem solving;
- Building student and teacher commitment to and identification with the school;
- Energizing and motivating students and staff; and
- Focusing attention and behavior on what is important and valued.

The Principal will be responsible for developing school-wide routines, rituals, and ceremonies in addition to a behavior monitoring system that will support the school culture by reinforcing our shared principles. The behavior monitoring system will promote positive individual and classroom behavior in age-appropriate ways. Such systems may involve merits/demerits, rewards and community

recognition, and other ways to recognize good behavior and reinforce positive behavior among our students.

LAACS envisions the school as a learning community that treats students and adults with respect and kindness. LAACS will be a place where children value diversity of ideas, develop compassion, and the recognize themselves not just as individuals, but citizens of a larger global community.

As children mature and participate in communal classroom work, they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their occupational and social communities. To this end, LAACS will work to ensure that school is a place where all students can learn, and all staff can teach in a safe, secure and orderly environment. LAACS will define discipline as helping adolescents develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, LAACS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a code of conduct (the Discipline Code). These policies and procedures will be examined and reviewed by legal counsel annually before being ratified by the Board of Trustees and published in the Student Handbook and distributed to members of the school community.

The LAACS staff will ensure that parents and students are well informed of these policies during student and parent orientation. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at LAACS.

Our school will be a drug-free workplace and we will follow all mandated Federal and State regulations around this issue. We will work with the local police departments to establish a "Drug Free Zone" around our school building so that students will have a safe environment where they will not be threatened nor influenced by drug dealers or drug users.

It is important to note that LAACS commitment to reflective practice is evident in its approach to disciplinary matters. Staff is engaged in not just dealing with a discipline problem but analyzing the circumstances and underlying issues behind the action. What happens with children who need extra help, who do not progress adequately or show interest in being a member of the community? We look at why this is happening and what is causing it. Our resources for finding out include the student, teachers, family, our observations, and outside agencies. We initiate planning and problem-solving meetings with the family. Each meeting will end with a written statement of what was discussed and agreed upon, what actions each party is taking, and when the next steps will be.

LAACS believes student behavior issues are symptoms of ineffective instruction that is not engaging the student. While there will be cases where students will bring behavioral issues to the classroom, other issues can and should be resolved through the teacher, with support of the Executive Director and Principal where necessary, by supporting the involvement and engagement of students in their own learning. Students who are actively engaged in a learning activity are generally not disrupting the class. Teachers will also follow the school's Response to Intervention protocol described in Response 8- Specific Populations in order to address ongoing individual student's classroom management issues and may include the subject in the Child Study Team (CST). In addition to the Assistant Principals,

teachers will have support in behavior management from the Executive Director, Principal, and social worker. Teachers will be supported in their instructional capacities to ensure that their teaching is engaging and effective. Classroom management will be a subject of the pre-opening professional development period and will be revisited throughout the school year through classroom observations and support by the Principal, Assistant Principal, and Social Worker.

At LAACS, discipline will be considered a process. The LAACS staff will deal with each problem individually, and for each unacceptable behavior there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the student and severity of the behavior. The specific situation dictates which consequences will be used, revisited, or skipped. The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. This may mean time out or a sympathetic conversation; whatever will help a student to be able to face a problem rationally.

The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts on the group and on oneself.

Potential consequences include:

1. Speaking to the student individually;
2. Holding a group discussion;
3. Temporarily removing a student from a difficult situation within the class;
4. Sending the student to another class (teachers may not send students unattended into the hall as a disciplinary measure);
5. Informing parent/guardian of behavior;
6. Discussion with parent/guardian and setting up a plan of action with the parent/ guardian, articulating what "progress" is;
7. Sending the student to the Main Office to meet with the Executive Director or other school leadership personnel;
8. Discussion with other school personnel;
9. Formal meeting with the Principal, teacher and parent/guardian;
10. Discussing and initiating other support systems;
11. Guidance hearing;
12. Suspension (Short and Long Term); and
13. Replacement of property or reimbursement.

The decision as to which consequence is chosen will be in accordance with guidelines established by LAACS, which will ensure both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment. In accordance with state law, potential consequences will in no instance include involuntary transfer.

The Discipline Code sets forth the policy of LAACS regarding how students are expected to behave when participating in school and in school activities, both on and off school grounds, and how LAACS will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. School officials must consult the Discipline Code in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct and the disciplinary measures imposed for

such misconduct) and the circumstances surrounding the incident should be considered when deciding the appropriate disciplinary and intervention measures. Where appropriate, school officials also will contact law enforcement agencies.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher or Principal, based on violation of school rules. To ensure that staff, students, and parents are aware of all expected standards of behavior, school rules will be in writing and distributed along with the Discipline Code. When misbehavior involves communication, gesture, or expressive behavior, the infraction applies to oral, written, or electronic communications. Each level of infractions contains a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher or principal. Infractions are grouped into five levels, which range from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Whenever possible, interventions should begin with the lowest level of disciplinary response. The Discipline Code provides graduated penalties for students who engage in repeated misbehaviors despite the prior imposition of appropriate disciplinary measures. More severe penalties will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses. The draft of the proposed LAACS Discipline Code is provided in 10(b)-Discipline Policy. As mentioned previously, this is a draft, and the final Discipline Code will be further developed and refined by the school leadership and board and reviewed by legal counsel prior to its ratification by the Board of Trustees.

Response 10b - Discipline Policy

Provide the school's discipline policy for general education students. The policy must:

- *Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;*

- *Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;*

- *Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,*

- *Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).*

Every member of the LAACS community will hold students to high, universally understood expectations, so that everyone is able to focus their attention on the business of teaching and learning. Teachers will establish and consistently reinforce clear classroom management expectations as a proactive means of avoiding behavioral issues and disruptions to the instructional experience. In instances when student conduct does not meet the school LAACS's standards for reasonable and acceptable behavior, those students will not be permitted to interrupt or impede others' learning.

Behavioral consequences will vary based on a number of factors; including, but not limited to: the severity of the behavior, the student's age, grade level, frequency of occurrence, and impact on other persons or property. All teachers and school staff will receive training on schoolwide behavioral expectations, the details of the discipline policy, the levers for reporting, and identifying and delivering appropriate consequences during August teacher orientation as well as throughout the year during regular professional development sessions.

The Executive Director and Principal will share responsibility for carrying out the discipline policy. The LACS discipline policy distinguishes between three categories of offenses: (1) minor; (2) moderate, and (3) severe.

The following behaviors are examples of minor offenses:

- Not paying attention in class
- Disorganization or not being prepared for class
- Non-compliance with the LACS dress code

Recurring minor offenses (more than once across a two-week period):

- Treating property with disrespect

Consequences for minor offenses: If a student commits any of the infractions above, the student may receive additional targeted corrective consequences. Examples of such corrective action would include, but are not limited to, the following:

- eating lunch in the office and/or in lunch detention
- reflecting on their behavior orally and/or in writing
- apologizing to their peers and/or teachers and staff

The following behaviors are examples of moderate offenses:

- Damaging school property
- Incidence of bullying, intimidation, and/or harassment
- Verbal profanity
- Sustained classroom disruption
- Failure to complete assigned classwork
- Tardiness
- Physical recklessness with self or others

Consequences for moderate offenses: Students who commit a moderate offense will serve a minimum of one day in detention, with the possibility of additional days depending on the precise nature or repetition of the offense.

Detention: Students will use time in detention to reflect on their misbehavior, the degree to which he/she negatively impacted the LAACS community, and how he/she should behave differently in the future. Students may also have to complete a written assignment based on the above.

The following behaviors are examples of serious offenses:

- Physical contact that causes a disruption, or makes other students feel uncomfortable or unsafe
- Inappropriate response to teacher re-direction
- Direct disobedience
- Theft of personal or school property
- Possession of offensive materials
- Cheating
- Academic plagiarism
- Gambling on school premises
- Issuing any implied or explicit threat
- Attempt, or actual assault, of another person
- Possession of a pretend or real weapon

Consequences for serious offenses: Consequences for serious offenses include immediate in-school or out-of-school suspension, to be determined by the Executive Director. Beyond suspensions, staff may assign additional consequences to address the misbehaviors in a targeted and/or restorative way.

Types of suspension: LAACS will utilize two types of suspension: in-school suspension and out-of-school suspension. During an in-school suspension, a student is assigned to an appropriate school location with an assigned staff member. During an out-of-school suspension, a student is disallowed from being on school premises. During either type of suspension, student will be required to complete predetermined assignments.

Unless a student presents an immediate danger to the LAACS community, the student shall receive notice prior to a suspension of one to ten days. In accordance with *Goss v. Lopez*,, students are entitled to respond to the charges brought against themselves in a timely manner.

Parents/guardians are notified by the Executive Director; the parents/guardians may request (or be required, depending on the details of the scenario) with school staff to review the offense prior to the student's return to school.

For instances of long-term suspension (longer than ten days), the student shall receive the following:

If necessary, the student is immediately removed from class and/or school.

- The student is entitled to respond to the charges against him/her.
- The Executive Director addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence (potentially a long-term suspension).
- The parent/guardian is notified by the Executive Director;
- Parents/students may be required to meet with the Executive Director regarding infractions prior to the student's return to school.
- In accordance to Education Law §2854(1)(b), LAACS will identify alternative instruction programs for the student to participate in while on long-term suspension. At a minimum alternative instruction will be provided for two hours per day.

Expulsion: If expulsion is being considered, parents will be notified by the Executive Director. This consequence will be considered only in extreme cases, such as:

- The possession or use of alcohol or drugs
- Possession of weapons on campus
- Committing racist acts or hate crimes against students or staff

If expelled:

- The student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Executive Director addresses the conduct and, in consultation with the Principal, assigns an appropriate consequence.
- The parent/guardian is notified by the Executive Director.
- Parents/guardians will be required to meet with the Executive Director during a disciplinary hearing.
- The hearing notification and any materials associated with the hearing will be translated into the family's home language while maintaining FERPA guidelines.
- At the hearing, the student and family will have a formal opportunity to respond to charges, enlist counsel to represent them and to bring forward witnesses and evidence.

After the hearing the Executive Director will submit a written decision to the student, family, and the LAACS Board of Trustees. The student's family will have up to ten days to appeal the expulsion decision.

Appealing an Expulsion: An expulsion decision may be appealed by the family to the Board of Trustees. The appeal needs to take place within ten days of the expulsion decision. The Board of Trustees may affirm the decision of the Executive Director, order the removal of the expulsion

unconditionally or upon such terms and conditions as it deems reasonable. The action of the Board of Trustees is final.

Gun-Free Schools Act: LAACS will be a gun-free campus and adhere to the Gun-Free Schools Act (20 U.S.C. §7151), which requires the suspension of any student who brings a firearm (as defined in 18 U.S.C. §921(a)) to school or possesses a firearm at school for a period of no less than one year.

Harassment, Bullying and Discrimination: As part of the LAACS's key design elements, the board and leadership will create and nurture a tightly knit school culture that provides a safe space for all students, with no tolerance for bullying hazing, mistreatment, or harassment of any kind. Threats, intimidation, and exclusionary conduct will not be tolerated at the school.

Response 10c. Discipline Policy – Students with Disabilities

Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans.

Disciplinary Policy for Students with Disabilities

In addition to the discipline procedures applicable to all students, LAACS shall implement the following disciplinary policy procedures with respect students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior, which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] LAACS shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates LAACS's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

LAACS shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will

be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

LAACS shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days. Also, LAACS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1) Convene a CSE meeting within 10 school days to make a manifestation determination.
2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3) Provide the student's parent with a copy of their procedural due process rights.
4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. LAACS also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing

officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

Response 10d - Dress Code Policy

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

LAACS will implement a formal dress code to contribute to its seriousness of purpose and positive learning atmosphere. The clearly defined dress code is expected to foster self-discipline and to better prepare students for the expectations and demands of the work world they will enter in the future.

Uniforms must fit and be worn properly. Students are to comply with the dress code from the beginning of the school day until its conclusion, as well as during travel to and from school. The official dress code of the school for the boys requires that they wear properly sized clothing. Oversized clothing is not permitted and may result in a disciplinary infraction.

The official dress code for male students requires they wear:

1. Uniform pants (black, navy, khaki).
2. Uniform shirt (white only) and tie. Shirts must be properly sized and always tucked in.
3. Uniform sweater or sweater vest (mandatory: October 16-May 14)
4. All shoes must be a BLACK leather /pleather dress shoe. All shoes must be tied.
5. Summer uniform shirt is optional from the beginning of school through October 15 and may be worn again beginning May 15 until the end of school.
6. Earrings may not be worn in school. Nose rings/studs on the face or tongue are not permitted.
7. Excessive and/or expensive jewelry such as rings, chains, etc. is not permitted.

The official dress code for girls requires that they wear:

1. Uniform skirt (at the knee) or Uniform Slacks (navy blue or khaki).
2. Uniform blouse (white only)
3. Uniform sweater or sweater vest (mandatory: October 16-May 14)
4. Dress shoes must be in black leather/pleather flat slip on or tie shoes, with heals no higher than ½ inch. All shoes must be tied.
5. Excessive and/or expensive jewelry is not permitted.
6. Girls may not wear dangling earrings or hoop earrings of any kind. They may wear one small earring in each ear. Nose rings/studs on the face or tongue are not permitted.
7. Summer uniform shirt is optional from the beginning of school through October 15 and may be worn again beginning May 15 through the end of school.
8. Stockings, tights or socks must be worn at all times. These must be beige, gray, navy, or white without designs or patterns.

Students are required to wear their gym uniform to and from school on the days they have gym. The official gym uniform for boys and girls requires that they wear:

1. White T-shirt with LACS logo
2. Grey Sweatpants (winter)
3. Grey Athletic Shorts that come above the knee but no higher than mid-thigh (summer/spring)

4. White gym socks
5. Sneakers

Interpretation of the above items concerning fashion will be made by the Executive Director or Principal.

Any violation of these regulations will be considered an infraction of the School Dress Code Policy and will be subject to disciplinary responses as outlined in the Lamad Arverne Academy Charter School's Discipline Code. Parents of students not dressed in compliance with the school dress code policy will be notified and expected to bring the proper uniform components to school that day, if applicable. A student in violation of the dress code will be permitted to attend class, however repeated infractions of this nature will be subject to graduated levels of disciplinary responses as outlined in the Discipline Code.

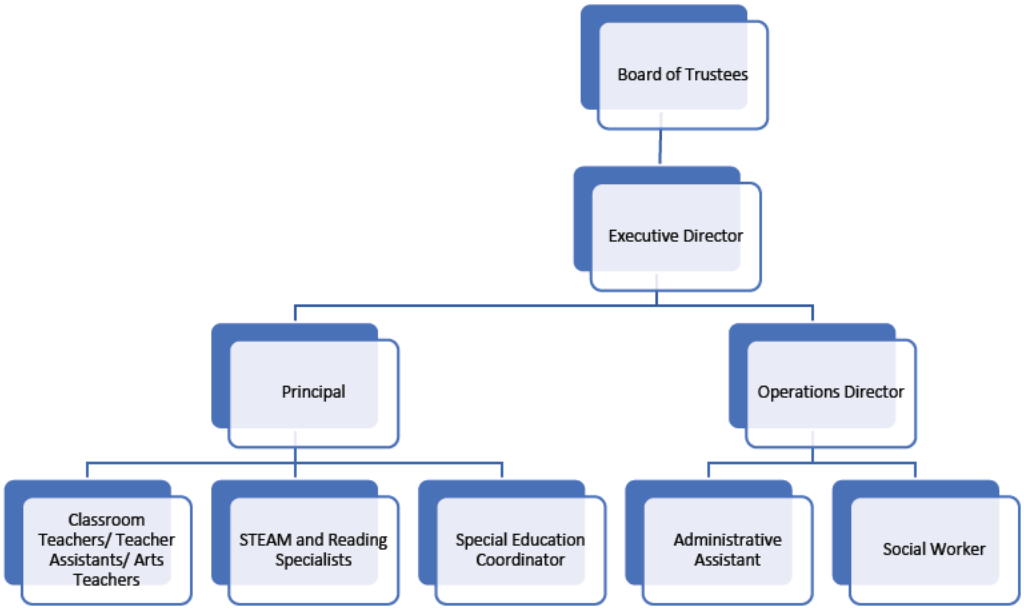
LAACS will use a student uniform vendor to sell student uniform pants, skirts, shirts, blouses, sweaters and vests. All other components of the school uniform may be purchased by families from clothing stores of their choosing. The uniform company will also supply the LAACS gym uniform, except for the white gym socks and sneakers. Students will be expected to purchase these uniform components from the uniform company. The school will subsidize the cost of uniforms for students who come from families under severe financial distress.

Response 11 - School Management and Leadership

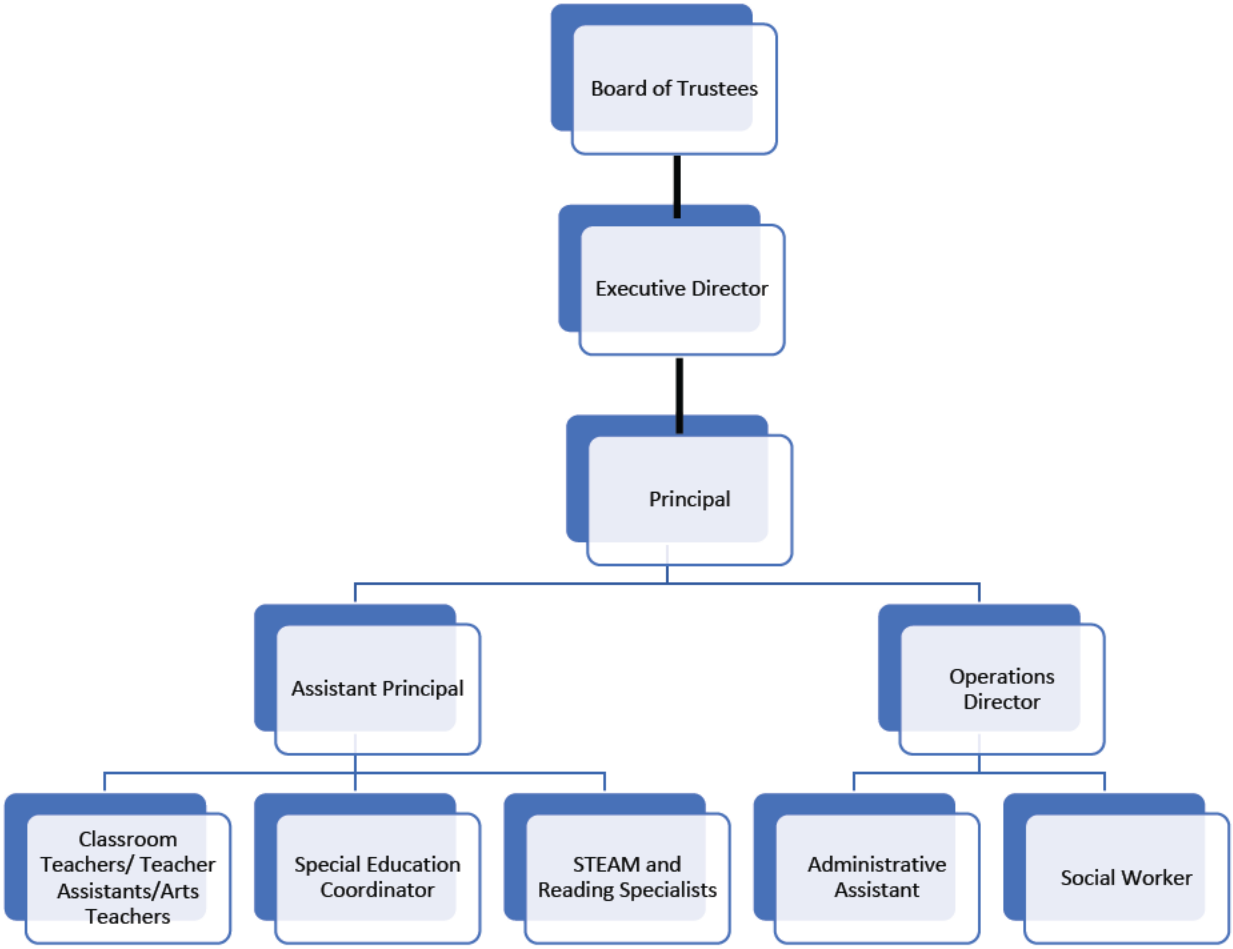
a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

YEAR ONE



YEAR FIVE


Board of Trustees
Executive Director
Principal
Assistant Principal
Operations Director
Classroom Teachers/ Teacher Assistants/Arts Teachers
Special Education Coordinator
STEAM and Reading Specialists
Administrative Assistant
Social Worker

b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the proposed management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
    - The overall process and criteria the school will use to select the school leader;
    - Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;
    - Who has been or will be involved in the selection process; and,
    - The role of any CMO or partner organization (if any) in the selection process.

The Board of Trustees will serve as LAACS's oversight and policy-making body, and ultimately bears the responsibility for the charter and successful attainment of the school's accountability plan goals.

Rev. Alfred Cockfield, currently the Executive Director of Lamad Academy Charter School in Brooklyn, will serve as the Executive Director of LAACS, if approved. Rev. Cockfield will report directly to the Board, and his/her responsibilities are described in Response 12ac-Personnel. An effective working relationship between the Board and the Executive Director will be built upon the mutual understanding of the appropriate roles of the Board and the staff—i.e. the distinction between the governance responsibilities of the board and managerial responsibilities of the staff. The Board's role will be one of oversight and supervision. The relationship between the Board and Rev. Cockfield and staff will reflect the distinction between the "ends," the policy decisions made by the Board of Trustees, and the "means" used by the Executive Director and staff to achieve such ends. Appropriate Board decisions include approving the school's annual budget, determining strategic plan goals and objectives, formulating major policy and interpreting laws and regulations with which the school must comply.

The Executive Director and school staff have the authority to do what is required to implement Board policies. The Executive Director will be the only school employee to report directly to the board on all school matters; this will ensure clear and unfettered lines of communication. The Board will evaluate the Executive Director's performance annually, based on attainment of mutually agreed upon goals established in August of each year. The Executive Director will generally hire, supervise, and evaluate all school employees, but may delegate some of these duties to other administrative staff; including, but not limited to, the Principal, Assistant Principal, and/or Special Education Coordinator, as appropriate.

Ultimately, the Executive Director is charged with executing all school operations and programs to ensure adequate progress toward and attainment of the goals contained in the school's Accountability Plan. When hired, the LAACS Principal will be the primary instructional leader for the school in year one and will also provide overall management while the school is still relatively small with two grade

levels and 150 students but will ultimately be supported in his or her instructional role by additional hires as the school and its needs for staffing grow. These will include an Assistant Principal and a Special Education Coordinator, both of whom will report to the Principal. The Principal will delegate management of the STEAM curriculum and instructional program, including management and professional development of the instructional staff, to the Assistant Principal.

The Principal will delegate oversight, management and administration of the special education program to the Special Education Coordinator, including the management and professional development of the special education matters. The Special Education Coordinator will report to the Principal. In year 1, the special education teacher will take on the responsibilities of coordinating the special education program under the oversight and management of the Principal. The Assistant Principal will take on oversight and supervision of the Special Education Coordinator beginning in year 3.

LAACS will employ an Operations Director to manage financial operations of the school in coordination with the Executive Director. An administrative assistant will support the instructional and operational leadership by taking responsibility for administrative and secretarial tasks.

Response 12 - Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time positions) during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served	K-1	K-2	K-3	K-4	K-5
Enrollment	150	225	300	375	450
Position					
Operations Director	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	0	0	1	1	1
Special Education Coordinator	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Classroom Teachers	6	9	12	15	18
Classroom Teacher Assistants	6	9	12	15	18
Arts Teachers	2	2	3	4	5
STEAM Specialist	1	1	1	1	1
Reading Specialist	1	1	1	1	1
Social Worker	1	1	2	2	2
Total	24	30	38	44	50

School Leadership

The LAACS Executive Director will be responsible for the overall administration and management of the school's instructional program and fiscal and business operations. The Executive Director is supported in Year 1 by the school's Principal, Operations Director, STEAM Specialist and Reading Specialist. Given the school's STEAM focus, the board believes it is imperative that the school has an instructional administrator focused on the day-to-day oversight and management of STEAM programing, including management and professional development of the instructional staff as well as all staff as it relates to the integration of STEAM subject matter across the curriculum. In subsequent years, the school will add an Assistant Principal to support the principal on educational and administrative matters. The Operations Director will handle all non-instructional matters at the school, including, operational tasks, such as student enrollment, attendance reporting, and transportation, as well as day-to-day financial matters.

Ultimately, the LAACS model of instructional leadership is one of a Principal charged and empowered with the overall responsibility for the educational program supported by an Assistant Principal whose day-to-day focus is on curriculum and instruction. The Assistant Principal is expected to work

collaboratively with and under the direction of the Principal to oversee curriculum planning, student assessment, cross curricular integration, teacher professional development and teacher evaluation in order to promote high quality instruction and strong student achievement.

The Executive Director is additionally focused on the school's fiscal management, operations, fundraising and other strategic issues. On the business and operations side of the School, the Executive Director will be supported by the Operations Director. A full-time administrative assistant will support both administrative and instructional leadership by taking responsibility for assorted administrative and secretarial tasks and will be supported by a receptionist in the latter years of the first charter term. LAACS will also arrange for custodial and security through a contractual relationship with an outside provider as opposed to having personnel on staff to carry out these functions, if located in a private facility.

Instructional and Student Support Staff

The staffing chart reflects the teaching staff required to carry out the educational program of the school and meet the needs of its expected student body. As a school with a STEAM focus, the instructional staffing model assumes classroom teachers and a STEAM specialist beginning in kindergarten. LAACS feels strongly that beginning in kindergarten, teachers must be experts in a STEAM subject area, as well as passionate about the subject matter. In its first year, the school will open with 75 kindergarten and 75 first grade students, or six classes of 25 students lead by six classroom teachers and six classroom assistants. As the school grows, there will be additional teachers hired each year. New teachers and teacher assistants will be hired in grades as needed based on the assignment of existing teachers. The academic program also includes Music, Dance, and Visual Art. Specials teachers for these subjects are delineated in the staffing chart above and increase commensurate with the planned student growth.

To further support LAACS students, parents and teachers, a Social Worker will be hired in year 1. The Social Worker will be responsible for working with students who are having problems adjusting or are showing behavior issues, including for instance students who have IEPs which require counseling services, as well as generally supporting strong the home-school connection. The Social Worker will work closely with parents and teachers to ensure that the learning environment at both the school and at home facilitate learning.

It should be noted that should LAACS site its school in an existing NYCDOE facility, the need for a nurse on staff and contractual relationships for custodial and security services will be obviated as these functions will be provided to LAACS through a shared service agreement with the facility in which the school is located. These functions, if required, would be overseen by the LAACS Executive Director.

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

Successful candidates for every position at the school will have an understanding of and commitment to the mission, goals, educational philosophy and activities of LAACS, as described in the school's

charter. They will be committed to a data-driven culture and in working collaboratively with their colleagues. All will demonstrate a commitment to continuous improvement and learning through professional development. The following job descriptions for the key staff required at the school illustrate the professional backgrounds, depth of experience, and personal qualities that will be sought.

Executive Director

Main Responsibilities:

o Act as the external face of the school
o Secure a suitable facility to accommodate the school and its programs
o Assume responsibility for the school's academic and organizational success and fiscal viability
o Liaise between the Board of Trustees and school staff
o Lead the school in meeting its mission and vision
o Hire, supervise, manage, and evaluate the Leadership Team and school employees (unless these duties are otherwise delegated)
o Ensure resources are deployed appropriately to support leaders and staff in being successful in their roles
o Oversee day to day school operations to allow instructional staff to focus on implementing a high quality academic program
o Leads fundraising and development efforts, with assistance from the Board of Trustees.

Preferred Qualifications:

o Master's degree (in education, business management, and/or business administration) preferred.
o Demonstrated personal and professional commitment to the mission and vision of Lamad Arverne Academy Charter School.
o Demonstrated personal and professional commitment to the school's target student population(s).
o Experience in K-12 education as a teacher, instructional coach, principal, or executive director.
o Experience in strategic planning, managing, and liaising with a volunteer board.
o Experience in school management and operational systems.
o Experience with staff hiring and executing professional development.
o Community leader with connections to the target CSD.
o Outcomes focused leader with a commitment to rigorous curriculum, assessments, and instructional practices.
o Experience with fundraising.
o Experience with sourcing, securing, and managing school facilities.
o Demonstrated understanding and commitment to the tenets of charter school accountability metrics.

Principal

Main Responsibilities:

o Setting a vision for student achievement and motivating others to follow that vision.
o Implement the school's mission through effective leadership, management and support of the school's students and staff to result in an instructional program and school environment that prepares every student for success in high school, college and beyond.
o Recruit, manage, evaluate, develop and retain a team of extraordinary teachers
o Ensure use of effective, research-based teaching methodologies and practices
o Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
o Keep abreast of successful instructional methodologies and practices
o Ensure consistencies in instruction and practice amongst team of teachers
o Ensure learning environment and classroom instruction maximize student learning
o Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents that is aligned with the mission and values of the school
o Monitor progress of self, school, student and staff goals
o Manage student recruitment and enrollment process
Ensure high standards for student behavior, performance, and attendance
o Address any disciplinary issues immediately
o Lead long term strategic planning and medium-term process improvement as needed
o Foster a mutually supportive relationship with a high functioning Board of Directors

Preferred Qualifications:

o Master's Degree or higher in Education Leadership or Education-related field
o Appropriate NYS School Building Leader certification, preferred
o Minimum 3 of years' experience in an educational leadership role (Principal, Assistant Principal) in a elementary school with demonstrated success in building a learning community engaged in reflective practice and data-driven instruction.
o Minimum 5 years teaching experience in elementary education
o Demonstrated success working with students in an urban, open-admissions school
o A strong background in and command of all core content areas
o Demonstrated understanding and commitment to the tenets of charter school accountability metrics.

Assistant Principal

Main Responsibilities:

o Provide structures for collaborative planning in all subject areas, including opportunities for vertical and horizontal planning with teachers to ensure instructional alignment and consistency
o Ensure provision of resources for curriculum development across all subject areas
o Support teachers in unit and lesson planning
o Provide feedback on unit and lesson plans
o Teacher Professional Development

o Create professional learning communities
o Design professional development calendar and sessions
o Lead professional development sessions
o Create personalized professional development plans for teachers
o Model lessons as appropriate
o Conference with teachers on planning, classroom and student data
o Conduct observations and provide feedback to teachers
o Videotape teachers and facilitate opportunities for peer observation & feedback
o Identify professional development resources to support teacher development, including
o books, articles, conferences, and learning opportunities
o Systematic Use of Formative Assessment Data
o Coordinate system of daily formative assessment practices and interim assessments, including assessment design, revision, tracking, and analysis
o Ensure alignment of internal assessment practices with state assessments
o Ensure comprehensive preparation for NYS assessments
o Facilitate data-driven instructional planning through regular meetings and professional development sessions
o Participate in school's RTI process
o Substitute as needed
o Other duties as assigned by the Principal

Preferred Qualifications for Assistant Principal:

o Minimum 3 years teaching experience at the elementary school level
o Minimum of 1-2 years in a leadership of coaching position in a STEAM subject
o Demonstrated success working with students in an urban, open-admissions school
o A strong background in and command of core content area
o Enthusiasm for these subject areas and for on-going acquisition of knowledge across all areas.
o MA or M.Ed. required.
o NYS Teacher certification and/or school building leadership certification.

Classroom Teachers

Main Responsibilities:

o Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
o Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
o Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
o Administer, collect, and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
o Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.

o Collaborate with administrators, specialists, and other colleagues in designing, reviewing, standards-aligning and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experiences.
o Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the LACS community.
o Build relationships with families of LACS students through frequent communication about students' progress and ways that families can support their children's learning.
o Create supportive classroom communities that maintain the School's high academic and social expectations for students.
o Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.

Preferred Qualifications:

o Minimum of two-years teaching in at an elementary school as a teacher or in other relevant educational positions (e.g. Teach for America corps members), preferred.
o Bachelor's Degree, or higher degree, in content area or Education
o Demonstrated and successful record of prior employment in urban educational environments.
o Knowledge of and experience with assessments and relevant technologies.
o Experience working with diverse populations of students, parents and families.
o Experience working with students at-risk of educational failure.

Special Education Coordinator

Main Responsibilities:

o Overseeing special education and related services, programs, and grants, and ensure LAACS is in compliance with state and federal laws and regulations related to the implementation of IDEA.
o Supporting implementation of ESSA and attainment of State and Common Core standards, remaining current regarding laws, policies, trends, and best practices related to education and, in particular, special education programs, and sharing this knowledge with administrators and staff on a regular basis.
o Interpreting, explaining, and addressing district regulations, State and Federal laws, government guidelines and appropriate school policies and procedures for staff, students, parents, and others in a timely and accurate manner, under the direction and guidance of the Principal.
o Developing systems, tools, and policies/procedures for effective implementation of special education services, as needed.
o Expanding learning opportunities for special education students in an on-going effort to expand opportunities, to improve services and programs and to facilitate delivery of instruction to special education students based on best practices.
o Assisting and providing support to special education teachers, general education teachers, administrators and other key stakeholders regarding strategies and practices to address requirements of individualized education plans, including facilitating meetings and

advising principals, especially in complex IEP processes.
o Supervising and evaluating classified and certified special education staff and providing support, coaching, mentoring and guidance for professional growth.
o Facilitating timely performance evaluation in a manner that promotes team development and effective work.
o Assisting in the development of the special needs program budget and planned management of resources to support learning goals.
o Assisting with recruiting, screening, hiring, assigning, and training special needs staff.
o Serving as a resource and/or consultant to school administrators and personnel on the nature of, causes of and solutions to the learning difficulties of children.
o Providing thorough and timely reports, data, and information as requested.

Preferred Qualifications:

o A Master's Degree or higher.
o Appropriate state certification as a special education teacher.
o Special education administrative and/or teaching experience, including case management experience.
o Extensive knowledge of the provisions of IDEA, Section 504, assessment, and curriculum, especially assessment and curriculum for special education.
o Skilled in leading, supervising, coaching, and evaluating special education staff and others as may be assigned.
o Knowledge of programs that support learning among students with special needs that include special education, behavior, and "at-risk."
o Demonstrated ability to inform and support administrators, instructional staff (both special and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements.
o Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services.
o Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds.
o Demonstrated ability to implement effective prevention, intervention, and disciplinary practices.

Reading Specialist

Main Responsibilities:

o Provide direct instructional support to students identified to be in need of reading intervention in both push-in and pull-out models.
o Demonstrate, model and coach effective research-based literacy instructional strategies
o Provide leadership role in the area of literacy instruction for the school and school community
o Utilize student data for placement and progress monitoring
o Assist in coordinating a school-wide literacy program that meets the needs of all students in collaboration with the building principal and teaching staff
o Serve as a resource for teachers by demonstrating and suggesting strategies, ideas or

materials that can enhance instruction and support students who are at risk of not meeting academic standards
o Provide and facilitate professional development workshops, model strategies or techniques and teach demonstration or collaborative lessons in the classroom
o Guide and assist staff with assessment/analysis of students for identification and placement in intervention programs
o Mentor and coach teachers in the use of research-based strategies and programs
o Coordinate and communicate regularly with the Principal and Assistant Principals on reading intervention activities

Preferred Qualifications:

o Master's Degree from Reading Specialist/Literacy Program
o At least three years of experience as reading specialist/literacy coach in a middle school or secondary school environment.
o Appropriate NYS Certifications
o Bilingual (including English/Spanish) helpful
o Demonstrated and successful record of prior employment in educational environments.
o Knowledge of and experience with a variety of reading intervention programs and methods and strategies
o Knowledge of and experience with assessments and relevant technologies.
o Experience working with diverse populations of students, parents and families.
o Experience teaching at multiple levels and across diverse populations

STEAM Specialist

Main Responsibilities:

o Provide direct instructional support to students identified to need support and intervention, in STEAM subjects, in both push-in and pull-out models.
o Demonstrate, model and coach effective research-based STEAM instructional intervention strategies
o Provide leadership in STEAM instruction for the school and school community
o Utilize student data for placement and progress monitoring
o Serve as a resource for teachers by demonstrating and suggesting strategies, ideas or materials that can enhance instruction and support students who are at risk of not meeting academic standards
o Provide and facilitate professional development workshops, model strategies or techniques and teach demonstration or collaborative lessons in the classroom
o Guide and assist staff with assessment/analysis of students for identification and placement in intervention programs
o Mentor and coach teachers in the use of research-based strategies and programs
o Coordinate and communicate regularly with the Principal and Assistant Principals on math intervention activities
o To support the professional growth of STEAM content by strengthening classroom teachers' understanding of math content.

Preferred Qualifications:

o Valid certification to meet New York State requirements with specific endorsement in elementary education
o Bilingual (including English/Spanish) helpful
o Demonstrated and successful record of prior employment in educational environments.
o Applicant must have five or more years' experience as an elementary teacher or equivalent experience teaching STEAM content

Administrative Assistant

Main Responsibilities:

o Answering general telephone and email enquiries, and re-directing calls to appropriate administrators, faculty and staff members.
o Maintaining office appliances including computers, photocopier, fax machine, including interacting with suppliers and service engineers and taking responsibility for contracts and their fulfillment.
o Coordinating internal meetings and appointments, including—
o Managing meeting room bookings
o Welcoming guests on arrival
o Clearing rooms after meetings have finished
o Collating meeting information
o Overseeing school security procedures, in close coordination with Executive Director.
o Managing postal operations, including:
o Ensuring that all post is collected daily and on time
o Ensuring that special/recorded delivery items are sent correctly
o Distributing incoming post to relevant members of staff each morning
o Preparing and franking large mailings when required
o Arranging couriers as and when required and signing for incoming deliveries
o Managing personnel-related records and activities, including:
o Maintaining records of staff holidays and absence
o Formulating general office induction procedures
o Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date.
o Distributing papers/information packs for all meetings organized by the school staff.
o Filing, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format).
o Ensuring that school calendar is kept up to date with all conferences/meetings.
o Managing/assisting with other assignments or ad hoc tasks as and when required.
o Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
o Overseeing the collection and maintenance of all student records, under the oversight of the Director of Operations, including entering data in the ATS (Automate the Schools) System and the School's internal student information management system.

Preferred Qualifications:

o Minimum of Associates Degree or completion of formal administrative training
o Demonstrated and successful record of prior employment in an administrative or secretarial capacity in an educational environment.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;
- Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,
- Description of strategies for retaining high-quality teachers.

NOTE: If a Business Plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the Business Plan response in lieu of addressing these questions in full in the proposal.

LAACS will utilize a recruitment, screening, and selection process that will ensure the hiring of a highly-qualified staff with the requisite skills as well as a collective educational philosophy that is consistent with that of the School. The first candidate to be recruited will the Executive Director position, through a variety of methods including through the network of the Applicant Team and founding Board of Trustees, networking with relevant educational organizations, and nonprofit institutions and the posting of advertisements in the Education Jobs Section of the New York Times Sunday Week in Review section, Education Week, at graduate programs in business and nonprofit management, the National Charter School Center, the New York City Charter School Center, and on on-line career websites such as Indeed.

Candidates for the Executive Director position will be assessed and screened through a formal selection process coordinated by the Board of Trustees. The Executive Director Selection Committee will be comprised of members of the Founding Board as well as key outside individuals who will be brought in whose insight and experience with charter schools and nonprofit leadership will add significant value to the interview process.

The responsibilities of the Executive Director Selection Committee will include: (1) monitoring the school's recruitment initiative and conducting an initial screening of all candidates, using the job description included in Response 11ac-Personnel as guides in assessing candidates' qualifications and experience; (2) establishing a list of candidates who will move forward in the selection process based on the initial review; (3) conducting an additional, more rigorous screening of the candidates, including interviews, checking references and conducting background checks; and (4) establishing a list of finalists for the position to be interviewed by the full LACS Board of Trustees. The full Board of Trustees will make the final decision as to whom to appoint as Executive Director of LAACS.

Hiring:

After the Board hires the Executive Director, s/he will recruit and hire the Principal. The Principal will work together with the Assistant Principals in the hiring of all teachers; however, the Principal will delegate final authority on hiring and termination decisions on instructional staff to the respective Assistant Principal. The Principal will delegate to the Executive Director the hiring and termination decisions regarding all operational staff. Job Descriptions for these management positions as well as for other staff positions delineated in the staffing table found in Section A, above.

LAACS's philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of LAACS' mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of the expected LAACS student population or the operational and administrative needs of the School, depending on the particular staff position sought. LAACS staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In selecting and hiring teachers, LAACS will comply with state laws regarding certification.

Critically important will be the selection of the right instructional leadership team: the Principal and Assistant Principal and a talented, passionate, energetic, and cohesive team of teachers. Among the most important attributes, skills, and characteristics LAACS will look for in a successful teacher candidate are the following:

1. Understanding of and commitment to the School's mission, goals, educational philosophy and activities;
2. An unwavering belief that all children can achieve excellence;
3. Minimum of three-years teaching in a middle school or high school setting as a classroom teacher or content teacher;
4. Bachelor's Degree, or higher degree, in Education, candidates with an additional content degree in a STEAM field a plus;
5. Appropriate New York State certifications;
6. Bilingual (English/Spanish or English/French) helpful;
7. Demonstrated and successful record of prior teaching employment in middle school urban settings;
8. Knowledge of and experience with assessments and relevant technologies;
9. Experience working with urban populations of students, parents and families;
10. Experience working with students at-risk of educational failure;
11. Demonstrated success in working in a team-oriented environment;
12. A "roll up your sleeves"-approach to work; and
13. Commitment to continuous improvement and learning through professional development.

LAACS will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers and other staff members through a variety of means, which may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. LAACS will promote diversity in its applicant pool

by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. LAACS will also leverage the relationships and experiences of its Board members and supporters to expand its outreach, networking and teacher and staff recruitment initiatives. LAACS will comply with all federal, state, and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability, or other reasons prohibited by local, state, or federal law.

The LAACS teacher and staff hiring process will include the following five phases:

1. **Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. LACS will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, LACS will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy (note, while we will not ask the applicant about arrest records or minor convictions, we will conduct background checks before employment is offered and fingerprinting before employment commences—see below);

2. **Interviewing**—LAACS's interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. LAACS will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. Candidates for teaching positions will be asked to provide a sample lesson and/or portfolio;

3. **Checking References**—LAACS has an absolute policy of calling references provided by the employee, as well as contacting former employers. The LAACS Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. LAACS will therefore implement a rigorous reference-checking policy;

4. **Offering Employment**—LAACS will offer employment through a job offer letter and, in most cases, a phone call. LAACS' job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. LACS will notify candidates who were not selected of the school's decision.

5. **Fingerprinting**—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee stating that the individual is employed by LAACS.

The strategies used to retain high quality teachers

The high-quality teaching candidates LAACS will attract and hire will be individuals who are attracted to the mission-driven school model and its focus on preparing our students for careers in high growth industries through our focus on STEAM education. They are individuals who believe that all students have a right to a high-quality education. They are individuals who believe in accountability. We will be able to retain our high-quality teachers because we will support, respect, encourage and motivate them and we will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school from the ground up. LAACS has incorporated the most effective teacher retention strategies in its design. Teachers who are supported in their work and valued for their contributions experience high levels of job satisfaction. Our commitment to supporting teacher growth through ongoing professional development and ability to compensate teachers based on their performance and contributions provide the structure for all teachers to grow and for their growth to be recognized. Teachers that are held to high standards and are supported to meet those standards are teachers that stay and are teachers that are worth keeping.

As a charter school, LAACS will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, LAACS can compensate teachers based on their performance. In the years following the first year of operations, LAACS, through salary decisions, will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. Our ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay.

LAACS is committed to promoting staff involvement in school governance. Indeed, one of the objectives of the New York Charter Schools Act is to "create new professional opportunities" for staff, as stipulated in Education Law § 2850(2)(d). By being a small school and enjoying the statutory freedom given to charter schools in New York State, LAACS can create great opportunities for staff to directly influence the direction and impact of the School's instructional program. Under the instructional leadership of the Principal, the staff of LAACS will play a significant role in the governance and administration of the school.

In particular, LAACS provides opportunities for instructional staff with the guidance of the Principal and Assistant Principal to shape the curriculum benchmarks and curriculum mapping based on student performance data on state assessments and diagnostic exams. In addition, the Principal will solicit staff input, both formally and informally, on an ongoing basis. The Principal will establish advisory groups comprised of staff members to provide input in school decision making regarding relevant issues. Any and all staff members are free to attend public meetings of the Board and can meet with or make recommendations to the Board of Trustees or to the administration individually or as a group. The Principal will encourage teachers to have at least one colleague attend every Board meeting to present

issues that are of concern to them. There will be a regular agenda item at each Board meeting for this purpose. The Principal will promote staff involvement in the Title I School-wide Planning process and in other school improvement initiatives. School staff may also be requested by the Board to serve on ad hoc committees. LAACS school leadership will be accessible to staff, and the school leadership will seek to minimize bureaucratic impediments to staff access and communication.

Response 12d - Personnel Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.

The hiring procedures described in the personnel policies must include (in addition to other antidiscrimination language that may be required by law) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641, and 34 CFR § 106.9, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

Hiring Practices

Background Checks: To ensure that all potential hires and staff members are of the highest quality and will help Lamad Arverne Academy Charter School (LAACS) achieve its mission, the school will regularly conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending any offer of employment.

Equal Opportunity Employment: LAACS is an Equal Employment Opportunity employer and makes all employment decisions based solely on the qualifications necessary to perform the necessary work functions effectively, regardless of race, color, age, sex (including pregnancy), gender identity, religion, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any other characteristic or status protected by law. All LAACS employment decisions are made in a nondiscriminatory manner, based on the qualifications, abilities, and merits of the applicant. Further, all personnel actions (such as rates of compensation, benefits, promotional opportunities, and professional development) are determined without regard to any of the characteristics protected by law.

LAACS provides a work environment that guarantees potential hires and existing employees will not be subjected to harassment, intimidation, threats, retaliation, coercion, or discrimination because they have exercised any right protected by law. LAACS's Executive Director is responsible for ensuring compliance with all Equal Opportunity Employment policies.

Employing Relatives: Relatives of LAACS staff will be considered for employment based solely on their qualifications and fit for a specific role at the school, notwithstanding any direct reporting relationships, or a real or perceived conflict of interest. All staff members and potential hires must disclose familial relationships.

Relatives are defined as a staff member's mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, grandparent, uncle, aunt, first cousin, nephew, niece, half-sibling, or stepsibling.

Employment Classifications: LAACS employees are classified as either full-time or part-time, and either exempt or non-exempt. LAACS may also hire external consultants and project-based experts as necessary to meet the needs of the school and its staff.

Distinctions between full- and part-time positions follow:

- Full time employees work the ten- or twelve- month year (depending on role) and work approximately 40 hours per week. All full- time employees are eligible to participate in LAACS's benefits program.
- Part time employees work less than the ten- or twelve-month year and/or fewer than 30 hours per week. Part-time employees are not eligible to participate in

LAACS's benefits program

Exempt/ Non-exempt Classifications: LAACS will abide by the Fair Labor Standards Act in determining whether an employee is exempt or non-exempt. Employees classified as exempt are ineligible for overtime pay; employees classified as non-exempt are eligible for overtime pay. External Consultants: All external consultants retained by LAACS are independent contractors who work under individualized contract agreements. Consultants do not qualify for any employee status and are therefore not eligible for the LAACS benefit program.

Temporary Employees:

LAACS may engage temporary employees as necessary, defined as those employees whose employment with the school is for a limited period, generally not exceeding six months. Temporary employees are not entitled to participate in LAACS's benefits program.

At-will Employment:

Each LAACS staff member is employed "at-will." Therefore, the school or the employee may unilaterally terminate the employment relationship at any time, without notice, with or without cause. The LAACS Board of Trustees will oversee school policies and operations, and the school's Executive Director has the authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Work Schedules and Compensation

Staff Attendance Policy: LAACS requires that every employee will attend work consistently and report for duty on time each day. If a staff member will be late or absent from work, he/she must directly inform the Executive Director or Principal. Attendance and punctuality will be considered in performance evaluations.

If an employee cannot attend work or will be late, he/she must email the Executive Director or Principal at least 90 minutes prior to the start of the school day so that coverage can be arranged. Employees absent for more than three consecutive days of work are required to submit a doctor's note, approving your return to work, to the Executive Director or Principal. Specific to instances of disability or maternity leave, a doctor's note is required allowing the employee to return to work. Failure to follow the above procedure for three or more consecutive days will be presumed a "job abandonment" and result in termination of employment.

LAACS staff are compensated for authorized absences; and extended absences may be authorized on a case-by-case basis after review by the Executive Director and/or Principal.

Typical Work Day: All LAACS employees are expected to contribute fully to the fulfillment of the school's mission, vision, and accountability plan goals. Unless otherwise determined by the school's Executive Director, all staff must arrive at school at least fifteen minutes prior to the start of school. Staff must remain at school until at least fifteen minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Payroll Schedule: LAACS employees are paid twice per month, on the fifteenth and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four pay periods every year.

Time Off: Notwithstanding personal days and school holidays, LAACS teachers do not receive vacation time. Teachers begin employment on the first day of staff orientation on the first working day of August as detailed in our Annual Calendar. Teachers receive time off during regular school vacation periods during the school year. Administrators and leaderships work a twelve-month school year and receive two weeks of paid vacation to be used during the summer.

School Closings: LAACS utilizes the New York City Department of Education (NYCDOE) school-closing policy. Therefore, LAACS adheres to the NYCDOE's decisions regarding the delay of opening, closing, or early dismissal of students. If significant instructional time is lost as a result of closings, the LAACS Executive Director will determine the necessity of adding an equal number of days to what was scheduled to the end of the school year. Any such calendar changes will be communicated to all staff at least 30 days prior to the change taking effect.

Performance Evaluations: Ongoing evaluation and feedback, both informal and formal, are integral parts of every staff member's professional development and growth at LAACS.

Performance reviews may take place any number of times during the year, depending on data analysis and observed staff need. Performance reviews are tools to improve employee performance with regard to leaders' expectations. Minimally, formal performance evaluation will be scheduled in advance, and occur twice a year, approximately mid-year and end-of- year.

Evaluations will be based on both general and specific terms and conditions identified in the employee's actual contract. Performance evaluations will be used to determine professional development opportunities, promotion, contract renewal, contact termination, or resolution of other contractually related terms and/or conditions. Finalized performance evaluations will be prepared by the immediate supervisor of the employee and delivered in written, digital form to facilitate records retention. When appropriate, and when the Executive Director is not the immediate supervisor, the Executive Director will oversee the performance evaluation process.

Employees will have five business days to reply to a written evaluation. If requested by the employee, a meeting with the appropriate supervisor and the Executive Director may be scheduled within the next five business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. If such a meeting takes place, the Executive Director will prepare a

written response within five business days and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period, the Chairperson of the School's Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case. The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits: As an important part of LAACS's efforts to recruit and retain high quality staff, the school offers a competitive benefits package, including but not limited to:

Health Insurance: LAACS contributes to each employee's individual health insurance premiums; employees are responsible to pay the balance over and above this amount. LAACS reserves the right to amend or terminate this program or to increase employee premium contributions.

Dental Insurance: The Executive Director may select and a dental insurance plan that the school may offer to employees.

Life Insurance: The Executive Director may select a life insurance policy that the school may offer to employees.

Disability Insurance: In accordance with NYS law, LAACS carries short-term disability insurance. This insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Executive Director.

The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement Benefits: LAACS will offer a 3% match to any full-time staff member's 403(b) retirement plan, pending budget availability. Medicare: All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

Domestic Partner Policy: LAACS offers domestic partner health coverage along with individual and family plans, at the same rates.

Workers' Compensation Policy: All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation: LAACS contributes to the Unemployment Compensation Plan administered by State of New York.

Sick Days: Every full-time employee is entitled to five paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will call the Executive Director with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Executive Director to arrange coverage for that day.

Personal Days: Every full-time employee is entitled to three paid personal leave days per school year beginning August 1 to be available for use over the following twelve months. Employees hired after August 1 in any given year are granted a pro rata portion of the three personal leave days for that twelve-month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five total personal leave days.

Jury Duty: All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that coverage can be arranged. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy: Full-time employees are entitled to take up to three consecutive days off, with full pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, LAACS defines family as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

Military Leave: In accordance with the Unified Services Employment and Re-employment Act, LAACS provides job- protected leaves of absence to employees who serve in the military for up to five cumulative years and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Paternity Absences: Full-time employees who have completed at least 90 days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity, paternity, or adoption based on employment status and reason. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (including parents, children, spouse, domestic partner, siblings, and grandparents) due to a family member's serious health condition. Family care leaves of absence may be authorized for up to twelve weeks and are unpaid.

An employee may apply for a maternity or paternity leave of absence due to pregnancy or childbirth. A maternity or paternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve weeks. If the employee is disabled due to pregnancy for longer than twelve weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may also be authorized for up

to twelve weeks. The adoption leave of absence must be concluded within twelve months following the date of the adoption or placement.

For leaves pertaining to the birth or adoption of a child, LAACS will provide salary benefits according to the following schedule:

A. For employees who have worked fewer than 24 months, 3 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non-primary caregiver.
B. For employees who have worked a minimum of 24 months, 6 weeks of paid leave will be given to the primary caregiver and 2 weeks of paid leave to the non-primary caregiver.
C. For employees who have worked a minimum of 60 months (5 years), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the nonprimary caregiver.
D. The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

Returning from Absence: If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve-month period, then the employee's job will be held for a total of 90 days. The 90-day period will include all leave time used in connection with all family care leave taken during the previous twelve months, not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned and his/her employment will be terminated.

Workplace Safety and Environment

Email Communication and Internet Usage Policy: LAACS's email and other computer applications are intended for the sole use of LAACS employees engaged in administrative or educational work as part of their role. Employees who use these systems for personal communications are subject to the terms of this policy. LAACS reserves the right to review all email messages and Internet transaction, and users of school systems have no expectation to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for professional discipline, up to and including termination.

Telephone Policy: All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only, including speaking with students' families.

Drug and Alcohol Policy: LAACS expressly prohibits the possession, distribution, or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any school activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor's or other health

care professional's order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee's ability to perform his or her job duties safely. In such situations, the employee must provide a doctor's note stating that the employee is able to safely perform his or her job duties. Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on LAACS's premises, or in any vehicle used for LAACS business must notify the Executive Director no later than five days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

Consistent with its policy of equal opportunity, LAACS maintains a policy of nondiscrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions.

Violence-Free Workplace: LAACS will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to all LAACS employees, students, guests, vendors, and persons doing business with the school. It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action.

Dress Code: Professional, business attire is expected for all employees.

Personal Property: While employees may bring their own property to school for use in their classroom or office, LAACS does not assume any responsibility for any property lost or stolen during, or outside of school hours.

Records Retention: All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Executive Director. Personnel files may include the following: job application, job description, resume, records of participation in training events, salary history, records of disciplinary action, and documents related to employee performance reviews, coaching, and mentoring. Please notify the Administrative Assistant immediately of any change of name, address, telephone number, marital, dependent, or tax status.

F**amily Educational Rights and Privacy Act (FERPA)**: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data: It is the responsibility of the employee to notify the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution: LAACS has established the following review system to solve problems as expediently, fairly, and informally as possible. Any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their coworkers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to

discrimination or retaliation or be penalized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The following procedure is intended to serve as a means for peaceful settlement of disputes that arise between employees and the school:

1. In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
2. If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3. The Executive Director will respond to both parties within two business days of receiving the complaint.
4. If the complaint cannot be resolved by the Executive Director, of if the complaint involves the Executive Director, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen days of receiving the complaint. The decisions of the Board of Trustees are final.
5. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
6. At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible.

Harassment Policy: LAACS expressly prohibits any form of harassment based on race, color, religion, sex, national origin, age, disability, military status, or any other status protected by federal, state or local law. Policy will be enforced in conformance to NY State laws as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

Harassment may include, but is not limited to, derogatory, vulgar, or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be a) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where submission to such conduct is made either explicitly or implicitly a term or condition of employment or submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment; b) offensive comments, jokes, innuendoes, and other sexually oriented statements; c) sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons; d) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment; e) administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

For non-managerial and non-supervisory employees, it is sexual harassment to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to the sanctions described below.

It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions. The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, are encouraged to report the incident to their supervisor or to the Executive Director. The Board has a responsibility to investigate and resolve complaints of sexual harassment. Complaints will be investigated promptly and will be kept confidential to the extent possible. If LAACS determines that an employee has engaged in inappropriate, harassing, or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment. LAACS prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement: LAACS admits students of any race, color, gender, religion, disability, and national and ethnic origin. LAACS does not discriminate based on race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

Non-Discrimination Policy: LAACS will model the best practices and professional behavior of a diverse community of teachers and learners. Any grievance regarding discrimination shall be handled through the Executive Director and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, LAACS will not discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms or LAACS will not make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class. LAACS will not deny a person any service or other program benefits based on the individual's legally protected classification.

A LAACS staff member aware of any such violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the school leadership team or board. It is the policy of the school, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, ability to pay, or any other status as protected by law.

Immigration Law Compliance: LAACS does not hire anyone that is not a citizen of the United States or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities: Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that LAACS might make to help overcome those limitations. LAACS may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitations.

Workplace Searches: To safeguard the safety and property of our employees, students and LAACS, the school reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy regarding items brought onto the school premises. It is part of each employee's job at LAACS to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action: An employee's failure to meet performance expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, including work of unacceptable quality or quantity, excessive or chronic absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped, or immediate termination may be warranted.

Response 13 - Partner Organization(s)

a. Partner Information

Describe any partner organization(s) that will have a significant relationship with the proposed school. Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Include the following information in relation to the partner organization:

- *The name of the partner organization(s);*
- *The name, address, phone number, and e-mail of a contact person(s);*
- *A description of the nature and purpose of the relationship;*
- *Names of proposed school board members affiliated with the organization(s); and,*
- *Evidence of the organization's ability to do business in New York.*

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response, as such applicants must submit a separate Business Plan in conjunction with the proposal.

Not all non-CMO partner organizations are required to submit a Business Plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction as well as Appendix C herein for further information. The Institute encourages applicants to contact our office well in advance of the application submission deadline to ensure a full understanding of the proposed legal structure and operational aspects.

As LAACS will not be formally partnering with any organizations at this time, this response is not applicable.

Response 13b - Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the proposed school.

If the school would provide compensation to the partner(s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services will be provided to the school at or below fair market value.

At this time, LAACS does not intend to enter into any partnerships.

Response 14 - Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well qualified proposed board members who bring relevant experience that will support effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.
- Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).
- Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school's parent teacher organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be "Voting" or "Non-Voting and/or "Ex-Officio."

NOTE: Paid employees of the school, including administrators and teachers generally may not serve as voting members of the board, except in limited circumstances.

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or role at the school	Voting	Ex-Officio
Jennifer Provost	Member		Legal	X	
Ambrosia Johnson	Member	Education	Education	X	
Charlene Gayle	Member	Operations	Real Estate, Community Building	X	
Annette Hamilton	Member	Finance	Finance	X	
Virginia Tomlinson	Member	Education	Education	X	

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- Selecting school leader(s) (and partner or management organizations, if any);

- Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meetings its mission, accountability, fiscal, and operations goals; and,
- Evaluating school leaders (and partner or management organizations including CMOs, if any) and holding them accountable for the achievement of the school's mission and goals.

The Board of Trustees of the Lamad Arverne Academy Charter School (LAACS) Education Corporation (the Board) is the body with legal responsibility to direct the affairs of LAACS, subject to all applicable education and charter laws, the charter agreement, and its own by-laws. As the independent governing authority of the charter school with ultimate responsibility to the SUNY Charter Schools Institute for meeting the school's academic goals and ensuring organizational viability, the Board will delegate day-to-day school and instructional management to the Principal and other leaders. However, the Board will always retain authority and oversight responsibility for overseeing LAACS.

Roles and Responsibilities: The activities and responsibilities of the Board are defined in the charter school's by-laws. As discussed later in this section, the Board's responsibilities include:

1. Hiring and evaluating annually the performance of the school's Executive Director;
2. Monitoring school performance;
3. Establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school's charter;
4. Ensuring the School is compliant with local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and
5. Acting as the primary liaison to the charter authorizer whenever necessary over the course of the charter term.

While the Board may delegate certain responsibilities to its Committees, it is ultimately accountable for ensuring that all of its responsibilities are met. Specific Board responsibilities include:

1. **Selection and Evaluation of the Executive Director**—One of the most important responsibilities of the Board is to select the charter school's Executive Director, who will be responsible for implementing the school's programs and managing day-to-day activities at the school. The Board will also review and confirm the Executive Director's selection of key administrative personnel. The Founding Board will implement a campaign immediately after the charter school is approved to recruit, select and hire the Executive Director. The qualifications and experience that the Board will seek in recruiting the Executive Director are described in the Job Description in R12ac—Personnel.

   The Board is also responsible for evaluating the performance of the Executive Director annually. The evaluation process will occur in the manner described in **Response 11ab—School Management and Leadership**. Specifically, the Board Chairperson and Academic Committee will work with the Executive Director prior to the beginning of each school year to establish annual growth targets, which will then be reviewed by the full Board. At the end of each year, the Board Chairperson and the Academic Committee will prepare and deliver to the full Board an evaluation report with findings regarding the director's performance and

areas of strength and challenge, as well as recommendations regarding retention. The report will be delivered and discussed in an Executive Session of the Board, and the full Board will determine whether the Executive Director will be retained. The Chairperson of the Board and Academic Committee will discuss evaluation findings with the Executive Director and, with his/her input, establish growth targets and professional development goals for the next year.

2. **Monitoring School Performance**—The Board is also responsible for monitoring the performance of the school. At each monthly Board meeting, the Board will receive a Executive Director's Report that will provide information regarding the academic, operational and financial health of the school. The Executive Director will make a presentation at each Board meeting about the data in the report; assisted in this presentation, as necessary, by the school's Principal and/or Assistant Principal(s). Board members will also receive a packet of critical information that will be discussed during the Board meeting, including information to supplement the Executive Director's Report. Key information that will be provided to the Board includes:

    - The most recent assessment data (including summary and disaggregated grade level and sub-group performance), including results from NYS assessments and other benchmark assessments
    - Data regarding school culture and student discipline, including number of suspensions, attendance data, information about school-home communications
    - Data about changes, if any in the school's academic programming or operations
    - Teacher evaluation results, including the percentages of teachers achieving their professional growth objectives (once annually)
    - Results of the NYCDOE parent, teacher and student satisfaction surveys (once annually)
    - Data regarding enrollment and student attrition, hiring and staff attrition
    - Financial data, including current cash on hand, philanthropy and/or federal grants received and related information
    - Any relevant information about facilities
    - Key compliance considerations (including upcoming dates for reporting and meeting state, federal and authorizer requirements)
    - Progress towards meeting recruitment and retention targets for special populations (at least once annually)
    - Key findings in the annual audit (once annually)

    The Principal and key administrators will also work closely with Board Committees and will provide them with information on request.

3. **Governance by Policy**—The Board will develop formal policies that define how the Board and the school operates and how the mission of the school will be achieved.

    During its first year of operation, the Board will establish and ratify a number of policies including a Sexual Harassment Policy; a FERPA Policy; a FOIL Policy; a Conflict of Interest Policy; a School Wellness Policy; a Dignity for All Students Act policy; a Hiring/Personnel Policy; an Admissions Policy; an Enrollment Policy; a Fiscal Policies and Procedures; a Health

Safety Plan; a School Building Safety Plan; a Medications Administration Plan; a Complaint and Grievance Procedure for Staff; and a Complaint and Grievance Procedure for Parents. These policies and others will support consistent and effective governance.

4. **Ensuring Compliance**—The Board will ensure that the charter school is complying with all relevant federal, state and local laws and that the charter school is operating in accordance with its charter and with any approved amendments to its charter. All Board members will engage in a review of key provisions of the charter at the beginning of each year to ensure that they are aware of the school's obligations and commitments under the charter. The Executive Director will report on the charter school's compliance with the charter at each Board meeting. Also, Board members are expected to use and rely on the advice of legal counsel and other experts to assist them in their oversight of charter school compliance.

5. **Liaison to the Charter Authorizer**—LAACS recognizes the importance of open and frequent two-way communication with the charter authorizer to the success of the charter school. The Board Chairperson will notify SUNY's Charter Schools Institute of any proposed changes in its program, operations, Board composition and/or other charter revisions in a manner consistent with the Charter School Act and SUNY's Guidelines for Requesting a Charter Revision and will provide any requested information to facilitate approval of the changes. The Board will also ensure that all required reports are prepared and submitted to the Charter Schools Institute that the charter school cooperates fully in any Charter Schools Institute site visits or reporting.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- Ex-officio members (voting and non-voting);
- Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;
- New trustee orientation process; and,
- Board/trustee training and development including the self-evaluation tool the board intends to use.

Number of trustees;
- Officer positions;
- Ex-officio members (voting and non-voting);
- Standing committees or committees with the full authority of the board (if any);
- Delegation of authority to any committees, officers, employees, or contractors;
- Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;
- Frequency of board and committee meetings;
- Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process; and,

• Board/trustee training and development.

The proposed LAACS Board of Trustees is currently comprised of ten individuals, each of whom possess diverse and relevant skills and expertise as well as a strong commitment to the mission and goals of the school. These skills and experiences range from higher education, data analysis, businesses, finance, and K-12 education and development. The Board members have been working together for the past several months to discuss the school's programs, to engage in Board development activities and to begin to frame policies that the Board will ratify upon approval of the charter.

According to the by-laws, the number of Board members must be at least five and may be as many as 15 people. During its pre-opening period and first operating year, LAACS will actively recruit additional members to increase the size of its Board, further deepen its collective skill and knowledge bases, and facilitate the work of Committees. All current Board members will be voting members. There are no ex-officio or non-voting members. There will be four Officers of the Board: a Chairperson, a Vice-Chairperson, a Secretary and a Treasurer. All Officers are chosen by and serve at the pleasure of the Board.

The Board will have three standing committees. The Executive Committee is chaired by the Chairperson of the Board and is responsible for setting Board direction. The Finance Committee is chaired by the Treasurer and will present monthly and annual financial statements to the full Board, propose the annual budget for Board approval and review and approve the annual audited financial statements. The Academic Committee monitors the academic achievement of the charter school's students, monitors the progress of the charter school's overall educational program in relation to the goals and objectives stated in the school's charter and charter application and, in coordination with the Board Chairperson, conducts the annual performance evaluation of the Principal. The Executive Committee may have no fewer than five members. All other committees must have a minimum of three members. Except for the Executive Committee, Board committees may be comprised of Trustees and non-Trustees. All committees, however, must be chaired by a Trustee. The Board may establish additional ad-hoc committees as needed. In accordance with the Charter Schools Act, Board meetings will be held monthly at the school and will be open to the public, in full compliance with the Open Meetings Law and the school's by-laws. (Board compliance with the notice requirements and other mandates of the Open Meetings Law is described in the ByLaws.) Committee meetings will be held as needed and will also comply with the Open Meetings Law. Minutes will be taken at all Board and Committee meetings and will be posted promptly on the school's website.

Board recruitment will occur on an ongoing basis, rather than simply as a reaction to vacancies as they occur. The Board will attempt to leverage professional and community-based relationships of current Board members and work with charter school support organizations and other organizations to cultivate a pipeline of prospective Board members. The Board may also use professional recruitment agencies and organizations to expand its bench of prospective Board members. The criteria that will be used to evaluate Board candidates and determine whether to invite them to join the Board include:

a) a candidate must be at least 18 years of age;
b) a commitment to helping improve the lives and educational outcomes of at-risk children;
c) an understanding of and commitment to the school's mission and principles; and

d) skills, experience and/or expertise in areas that will help to strengthen the Board and address gaps in skills or experience on the Board identified through the Board's self-evaluation process.

As part of the self-evaluation process, the Board will engage in reflective discussions at least annually to identify needs and gaps in Board capacity that could be addressed through professional development, replacement of Board members and/or expansion of the Board. Prospective Board members will be nominated by at least one current Board member and will participate in an interview with the Chairperson and at least two additional Board members. Prospects will join the Board if a majority of current Board members vote in their favor.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified through an annual self-evaluation completed by all Board members. A key element of this professional development is the sharing of expertise by Board members with one another in formal and informal ways. A block of time at each Board meeting will be devoted to an open discussion about some important aspect of the charter school's program, culture or school improvement strategies. The Board will also work with the NYC Charter Center and/or other experts to provide professional development to the Board. A portion of Charter School Program grant funds will be set aside to support board training and, thereafter, board training will be supported by charter school budget funds. A key focus of board training will be "governance by policy"—i.e. engaging the board in an ongoing process of developing formal policies that define how the board operates. The founding Board will establish and ratify the following list of policies within the first six months of its operation: a Sexual Harassment Policy; a FERPA Policy; a FOIL Policy; a Conflict of Interest Policy; a School Wellness Policy; a Dignity for All Students Act policy; a Hiring/Personnel Policy; an Admissions Policy; an Enrollment Policy; a Fiscal Policies and Procedures; a Health Safety Plan; a School Building Safety Plan; a Medications Administration Plan; a School Wellness Policy that complies with the Child Nutrition and WIC Reauthorization Act of 2004; a Complaint and Grievance Procedure for Staff; and a Complaint and Grievance Procedure for Parents). Such "governance by policy" will promote consistent and effective governance over the life of the school.

Also, all new Board members will participate in an orientation that includes receipt of a packet of written materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board President.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

LAACS is committed to providing regular opportunities for students, families, and other community members to voice feedback and concerns and will engage parents proactively and support them in participating in the governance of the school. Similarly, the founder's commitment to creating a close culture of professional collaboration requires that the charter school provide teachers and staff with opportunities to be engaged in the governance of the school. For example: Parent involvement: Parents will be encouraged to present concerns at Board meetings. In addition, the school will encourage parent participation and feedback on its webpage and Facebook page.

Staff involvement: Teachers and other staff members will be encouraged and supported in voicing their concerns to and engaging with the Board. A regular Board meeting agenda item will be reserved for teacher feedback and comment, ensuring that staff will have opportunities to speak and be heard at all Board meetings.

Response 14e - Bylaws

Provide a draft of the proposed education corporation's governing bylaws. Applicants should reference the Institute's Board Governance Guide in developing bylaws.

(A NEW YORK EDUCATION CORPORATION)

Article I

Name and Offices

Section 1. Name. The name of the organization is the Lamad Arverne Academy Charter School (the "Corporation" or the "School").

Section 2. Offices. The principal offices of the School for the transaction of School business shall be fixed and located at such place within the state of New York as the board of trustees (the "Board") may determine.

Article II

Purpose

The purpose of the organization is to operate and maintain a public-school serving grades kindergarten through fifth grade under a charter ("Charter") granted by the board of trustees of the State University of New York (the "Charter Authorizer"). The School is organized exclusively for charitable and educational purposes under Section 501(c)(3) of the Internal Revenue Code (the "Code"), or the corresponding section of any future version of the Code.

Article III

Charter

The Charter is incorporated by reference into these bylaws ("Bylaws"). The powers of the School and of its Board, its trustees ("Trustees") and its officers ("Officers") are set forth in the Charter. In the event of any inconsistency between the Charter and these Bylaws, the Charter shall govern.

Article IV

Membership

Section 1. Membership. The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

Article V

Board of Trustees

Section 1. Number. The Board shall consist of at least five, but not more than fifteen, Trustees. Within the specified limits, the number of Trustees may be increased or decreased from time to time, by resolution of the Board or amendment of the Bylaws, but no decrease shall shorten the term of any incumbent Trustee. Any reduction in the number of Trustees made pursuant to this paragraph shall be made in accordance with the requirements of Section 226(1) of the New York State Education Law ("Education Law"). The School's Executive Director will be an advisory, non-voting member of the Board (ex-officio).

Section 2. Powers. The affairs and property of the School shall be managed by, or under the direction of, the Board in accordance with applicable law, the School's Charter, and these Bylaws (regarding actions that require approval of the Member). The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers and responsibilities:

a. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

c. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

d. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;

e. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

f. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

g. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

h. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

i. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the NFPCL and the limitations noted in these Bylaws.

Section 3. Composition. Trustees shall be composed of individuals, 18 years of age or older, who have an expressed commitment to the mission and values of the School and who have experience and/or expertise in areas that will contribute to the effectiveness of the Board and the success of the School.

Section 4. Selection and Term. The Trustees shall be appointed by the Member, subject to the requirements of the New York Charter Schools Act of 1998, as amended, the Charter Authorizer and all appropriate laws and regulations. The Trustees may at any special or regular meeting, by an affirmative vote of a majority of Trustees then in office, if approved by the Member, increase the number of Trustees. The Member will then appoint new Trustees to complete the number so fixed. Trustees-elect shall assume office subject to approval by the Charter Authorizer.

Section 5. Eligibility. The Member shall select Trustees who are eligible in accordance with applicable law, are not employees of the School, are at least 18 years old, support the School's mission and vision, and have demonstrated an ability to serve the interests of the School faithfully and effectively.

Section 6.

Term.

a. Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

b. The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2025), at least two Trustees who will serve a two-year term (ending in Spring 2026), and at least three Trustees will serve a three-year term (ending in Spring 2027).

c. The term of office of a Trustee appointed to fill a vacancy begins on the date of the Trustee's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was appointed by amendment of the school's Charter or the Bylaws or other Board action.

Section 7. Newly Created Trustee Positions. Newly created Trustee positions resulting from an increase in the authorized number of Trustees and vacancies occurring in the Board for any cause, including any vacancy occurring by reason of the removal of any Trustee from office pursuant to Section 8 of this Article, may be filled by appointment by the Member. All such appointments shall be subject to approval by the Charter Authorizer. Each Trustee so appointed shall serve until the next annual meeting and until such Trustee's successor is appointed or until such Trustee's earlier death, resignation, or removal. All newly appointed Trustees must be approved by the Charter Authorizer.

Section 8. Removals and Suspensions. Any Trustee may be removed or suspended from office, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

Section 9. Resignation. Any Trustee may resign at any time by giving five (5) days written notice to the chairperson or secretary of the Board. The resignation shall take effect at the time specified therein, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The acceptance of a resignation by the Board chairperson or secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Article VI

Meetings of the Board

Section 1. Place of Meetings. Board meetings shall be held at the School's principal office, or at any other reasonably convenient place that is open to the public, and that is in compliance with the requirements of the New York State Open Meetings Law ("Open Meetings Law").

Section 2. Annual Meetings. The annual meeting of the Board shall be held in the month of June, or at another time to be designated by the Board, for the purpose of electing Trustees and Officers, selecting committee members, making and receiving reports on the School's affairs, training new board members, and transacting other business.

Section 3. Regular Meetings. Regular meetings of the Board shall be held at least once every calendar month on dates designated by the Board.

Section 4. Special Meetings. Special meetings of the Board may be called by the chairperson, or by a majority of the Trustees of the Board, for the purpose of transacting business between regularly scheduled Board meetings.

Section 5. Emergency Meetings. Emergency meetings may be called by the chairperson of the Board, or a majority of the Trustees of the Board, upon at least twenty-four (24) hours written notice by email, overnight delivery service, facsimile transmission, or hand delivery. In addition, if possible, each Trustee shall receive telephone notice of an emergency meeting unless waived by the Trustee, in

writing. Emergency meetings shall be reserved for true emergencies or matters of great urgency that require immediate action.

Section 6. Notice of Meetings. Notices to Trustees of Board meetings shall be given in a manner consistent with the Education Law and shall be given as follows:

1. Notice of the time and place of every meeting shall be mailed not less than five nor more than ten days before the meeting to the usual address of every Trustee.

2. Special meetings shall be held upon four days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via videoconference, such that the public may attend the meeting from that location as well.

Section 7. Public Notice of Meetings. Public notice of all Board meetings shall be given in accordance with the notice requirements in the Open Meetings Law. The notice shall state the time and place of the meeting and shall include the location, if any, from which a Trustee is participating by videoconference. The notice shall state that the public may attend the meeting from the videoconference location.

Section 8. Quorum. At each meeting of the Board, the presence of a majority of the total number of Trustees shall constitute a quorum for the transaction of business. Trustees other than those participating in-person or by video conference shall not vote. If a quorum is not present at any meeting of the Board, a majority of the Trustees present may adjourn the meeting to another date and time until a quorum is obtained.

Section 9. Manner of Acting. Except as otherwise provided by statute or these Bylaws, the vote of a majority of the Trustees present at any meeting at which a quorum of the Board is present shall be the act of the Board.

Section 10. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the charter school. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing (e.g. Trustees who attend a Board meeting by telephone) shall not vote. All meetings of the Board are subject to the provisions of the Open Meetings Law.

Section 11. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place. Notice of the adjournment shall be given to any Trustees who were not present.

Article VII

Committees

Section 1. Committees of the Board. The Board may create committees for any purpose, and the chairperson of the Board shall appoint Trustees to and designate the chairs of such committees. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the chairperson of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

Section 2. Standing Committees. The Board shall have the following standing committees: an executive committee (chaired by the chairperson of the Board) responsible for setting Board direction and coordinating with the Member; a finance committee (chaired by the treasurer) that presents monthly and annual financial statements to the Board, that proposes the annual budget for Board approval and that reviews and approves the annual audited financial statements; and an academic committee that monitors the academic achievement of the School's students, monitors the progress of the School's overall educational program in relation to the goals and objective stated in the school's Charter and Charter application and conducts the annual performance evaluation of the principal.

Section 3. Authority of Board Committees. The chairperson of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: a) the submission to Trustees of any action requiring approval of the Trustees under Chapter 35 of the NFPCL; b) the election of Trustees; c) filling vacancies on the Board or any committee which has the authority of the Board; d) the fixing of Trustee compensation for serving on the Board or on any committee; e) the amendment or repeal of Bylaws or the adoption of new Bylaws; f) the appointment of other committees of the Board, or the members of the committees; and g) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repeal-able.

Section 4. Committee Meetings. Meetings of committees shall be held at such time and place as shall be fixed by the chairperson of the Board or the chairperson of the committee or by a vote of a majority of all of the members of the committee. The meeting provisions of these Bylaws and of the Open Meetings Law govern regular and special meetings of committees.

Section 5. Quorum and Manner of Acting. Unless otherwise provided by resolution of the Board, a majority of all of the members of a committee shall constitute a quorum for the transaction of business and the vote of a majority of all of the members of the committee shall be the act of the committee. The procedures and manner of acting of the committees shall be subject at all times to the directions of the Board.

Section 6. Committee Participation by Other Means. In all events, a quorum of members of a committee must be present to lawfully conduct a committee meeting. Members of a committee participating by means of video-conferencing may be counted toward achieving a quorum. Members of a committee participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Members of a committee who attend a committee meeting by

telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, members of a committee may participate in a committee meeting through conference telephone or similar communication equipment, provided that all committee members participating in such meeting can hear one another and there is no objection from any committee member or any person in the public audience. Members of a committee other than in-person and live video-conferencing (e.g. members of a committee who attend a committee meeting by telephone) shall not vote. All committee meetings are subject to the provisions of the Open Meetings Law.

Section 7. Tenure of Members of Committees of the Board. Each committee of the Board or the Corporation and every committee member shall serve at the pleasure of the Board.

Section 8. Alternate Members. The Board may designate one (1) or more Trustees as alternate members of any committee, who may replace any absent member or members at any meeting of such committee.

Article VIII

Standard of Care, Rights of Inspection, Participation and Voting, and Duty to Maintain Board Confidences

Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph 1 of this section, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph 1 of this Article and shall consider among other relevant considerations the long- and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may

delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the Corporation's money, assets, or funds in any manner proscribed by the New York State Constitution and/or any other law.

Rights of Inspection.

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Participation in Discussions and Voting.

To the extent permitted by the New York State General Municipal Law ("General Municipal Law") and in accordance with the disclosure requirements in the School's code of ethics, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall recuse him or herself from the discussion and vote on any matter involving such Trustee relating to:

1. A self-dealing transaction;

2. A conflict of interest,

3. Indemnification of that Trustee uniquely; or

4. Any other matter at the discretion of a majority of the Trustees then present.

Duty to Maintain Board Confidences.

Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

Article IX

Officers

Section 1. Officers. The Officers of the Board shall consist of a chairperson, a vice chairperson, a secretary, and a treasurer. The Board may choose to appoint other Officers, if deemed necessary. All Officers shall be chosen by, and shall serve at the pleasure of, the Board.

Section 2. Election, Term of Office, and Qualifications. The Officers of the Board shall be elected annually by a majority vote of the Board at the annual meeting of the Board, or a regular meeting designated for that purpose, or at a special meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. Each Officer shall hold office until such Officer's successor is elected and qualified or until such Officer's earlier death, resignation, or removal.

One person may hold, and perform the duties of, more than one office, provided that the same person may not hold the offices of chairperson and secretary. All Officers shall be subject to the supervision and direction of the Board.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

Section 4. Resignations. Any Officer may resign at any time by giving five (5) days written notice to the chairperson. The resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office arising from any cause shall be filled for the unexpired portion of the term in the manner prescribed in these Bylaws for regular appointment to such office.

Section 6. Chairperson. The chairperson shall convene regularly scheduled Board meetings and shall preside or arrange for another trustee to preside at each meeting. The chairperson shall be responsible for officially representing the Board at external meetings and signing correspondence or other documents as required. The chairperson shall have such other powers and duties as the Board may prescribe.

Section 7. Vice Chairperson. At the request of the chairperson, or in the event of the chairperson's absence or disability, the vice chairperson shall perform the duties and possess and exercise the powers and duties of the chairperson. The vice chairperson shall have such other powers and perform such other duties as the Board may prescribe.

Section 8. Secretary. The secretary shall: a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; c) give or cause to be given notice of the Board and committee meetings as required by the Bylaws; and d) have such other powers and perform such other duties as the Board may prescribe.

Section 9. Treasurer. The treasurer shall serve as chairperson of the finance and audit committee and shall be responsible for maintaining oversight over and making regular reports to the Board about the fiscal health of the school. Specifically, the treasurer shall: a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; b) make the books of account available at all times for inspection by any Trustee; c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; d) disburse or cause to be disbursed the Corporation's funds as the Board directs; e) render or cause to be rendered to the chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and g) have such other powers and perform such other duties as the Board may prescribe.

Article X

Execution of Instruments

Section 1. Contracts and Instruments. The Board, except as otherwise provided in these Bylaws, may authorize any Officer or agent of the School to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the School. Such authority may be general or may be confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 2. Deposits. Funds of the School may be deposited from time to time to the credit of the School with the depositories that are selected by the Board.

Section 3. Orders for the Payment of Money and Endorsements for Deposit. Except as specifically provided by Board resolution, all checks, drafts or other orders for the payment of money, notes, or acceptances issued in the name of the School shall be signed by any two Officers or agents of the School authorized, and in the manner determined, by resolution of the Board. Endorsements for deposits to the credit of the School in any of its authorized depositories may be made, without countersignature, by any Officer of the School or may be endorsed by hand-stamped impression in the name of the School, unless otherwise provided by resolution of the Board.

ARTICLE XI

Self-Dealing Transactions

The School shall not engage in any self-dealing transactions, except as allowed by the General Municipal Law and approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general definition of standard of care, i.e. a transaction which is part of a public or charitable program of the Corporation, if the transaction is approved or authorized by the Board in good faith and without unjustified favoritism and results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program, and if it does not conflict with the General Municipal Law and the conflict of interest policy embedded in the School's code of ethics.

Article XII

Indemnification

Section 1. Indemnification. The School may, to the fullest extent now or hereafter permitted by law and in accordance with standards and procedures provided by Sections 721 through 726 of the NFPCL, indemnify any person, made, or threatened to be made, a party to an action or proceeding, other than one by or in the right of the School to procure a judgment in its favor, by reason of the fact that he/she, his/her testator or in testate, was a Trustee or Officer of the School against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

Section 2. Insurance. The School shall have the power to purchase and maintain insurance to indemnify the School for any obligation that it incurs as a result of its indemnification of Trustees, Officers and employees pursuant to Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 1 above.

Article XIII

Non-Liability of Trustees

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Article XIV

Interpretation of Charter.

To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Article XV

Amendments

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by organization's Charter Authorizer. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in accordance with the notice provisions for special meetings set forth herein. No amendment shall be effective until approval by the Charter Authorizer has been secured.

Response 14f - Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Board Governance Guide for more details.

In accordance with relevant sections of the New York State Education Law ("Education Law"), the New York State General Municipal Law ("General Municipal Law") and the New York State Not For-Profit Corporation Law ("NFPCL"), the Lamad Arverne Academy Charter School ("LAACS"), a New York state education corporation, has developed a formal code of ethics and embedded conflict of interest policy ("Code of Ethics").

The Code of Ethics sets forth the standards of conduct expected of trustees, officers, and employees of LAACS with respect to carrying out financial and non-financial transactions that may be in conflict with official duties and other key areas of conduct. This Code of Ethics will be adopted by the LAACS board of trustees (the "Board") at its first regular meeting. The trustees, officers, and employees of LAACS shall at all times be in compliance with the following Code of Ethics:

1. The Board shall conduct and direct the affairs of LAACS and exercise all such powers subject to the applicable limitations of the Education Law, the NFPCL, the General Municipal Law and LAACS' certificate of incorporation, charter, and bylaws. The Board may delegate the management of the activities of LAACS to others, including officers and employees, but all affairs of LAACS will be managed and all LAACS powers will be exercised under the Board's ultimate jurisdiction. In carrying out these official duties, all trustees, officers, and employees of LAACS will be required to follow the standards and requirements set forth in this Code of Ethics.

2. A trustee, officer, or employee of LAACS shall not disclose confidential information acquired by him or her in the course of his or her official duties. A trustee, officer, or employee of LAACS shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he or she shall not disclose information about any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any trustee, officer, or employee of LAACS from making any disclosure required by law, including, but not limited to, disclosure in connection with any judicial or administrative proceedings.

3. A trustee, officer, or employee of LAACS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before LAACS, before the Board or before any committee of the Board ("Committee").

4. A trustee, officer or employee of LAACS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board or before any Committee, whereby his or her compensation is to be

dependent or contingent upon any action by LAACS, the Board or the Committee with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. A trustee, officer, or employee of LAACS shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which LAACS is a party and in which one or more of the trustees, officers or employees has a material financial interest. Notwithstanding the foregoing, the following transaction is not a self-dealing transaction and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of LAACS, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the program and if it does not conflict with the General Municipal Law or the conflict of interest provisions in this Code of Ethics.

6. Any trustee, officer, or employee of LAACS, whether paid or unpaid, shall promptly disclose any Interest (as defined below) in a matter (a) before the Board in which he or she participates in the discussion or gives an official opinion to the Board on or (b) that he or she has, will have, or later acquires in—or whose spouse has, will have, or later acquires in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with LAACS (each of clauses (a) and (b) constituting a "Conflict of Interest"). The trustee, officer or employee shall publicly disclose the nature and extent of such Interest (as defined below) in writing to his or her immediate supervisor, if applicable, and to the Board (or the audit or other appropriate Committee) as soon as he or she has knowledge of such actual or prospective Interest (as defined below). Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be averse to the Board's interest, and shall be made prior to the Board or Committee acting on the matter. Such disclosure shall be entered into the official minutes of the Board, along with any related discussion and resolution. The trustee, officer or employee may not be present at or participate in the Board or Committee deliberation or vote about the matter, provided that nothing in this section shall prohibit the Board or a Committee from requesting that the trustee, officer or employee present information as background or answer questions at a Board or Committee meeting prior to the commencement of deliberations or voting related to the matter. The trustee, officer or employee may not attempt to improperly influence the deliberation or vote regarding the contract. The term "Interest" means a direct or indirect pecuniary or material benefit accruing to a trustee, officer, or employee of LAACS as a result of a contract with LAACS. A trustee, officer or employee of LAACS shall be deemed to have an Interest in the contract of: (a) his or her spouse, minor children and dependents, except a contract of employment with LAACS; (b) a firm, partnership or association of which the trustee, officer or employee is a member or employee; (c) a corporation of which the trustee, officer or employee is an officer, director or employee; and (d) a corporation any stock of which is owned or controlled directly or indirectly by the trustee, officer or employee.

7. In accordance with the General Municipal Law, no trustee, officer or employee of LAACS shall have an Interest in any contract with LAACS, when such trustee, officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare,

authorize or approve the contract or authorize or approve payment thereunder; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. In addition, no chief fiscal officer, treasurer, or his or her deputy or employee, shall have an Interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of LAACS of which he or she is an officer or employee. In addition to the individual penalties noted later in this Code of Ethics, the existence of a prohibited Conflict of Interest may result in making the contract null, void and wholly unenforceable and may further result in criminal prosecution. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any LAACS trustee, officer or employee in one or more positions of public employment, the holding of which is not prohibited by law. In accordance with the General Municipal Law, these prohibitions on Conflict of Interest do NOT apply to:

a. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of LAACS funds except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an Interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

b. A contract with a person, firm, corporation or association in which a LAACS trustee, officer or employee has an Interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c. The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d. The purchase by LAACS of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

e. The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f. A contract with a membership corporation or other voluntary non-profit corporation or association;

g. The sale of lands and notes pursuant to Section 60.10 of the New York State Local Finance Law;

h. A contract in which a trustee, officer or employee has an Interest if such contract was entered into prior to the time he/she was elected or

appointed as such trustee, officer or employee, but this does not authorize a renewal of any such contract;

i. Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board;

j. A contract with a corporation in which a trustee, officer or employee has an Interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such trustee, officer or employee;

k. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l. A contract for the payment of a reasonable rental of a room or rooms owned or leased by a trustee, officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

m. A contract for the payment of a portion of the compensation of a private employee of a trustee, officer or employee when such employee performs part-time service in the official duties of LAACS;

n. A contract in which a LAACS trustee, officer or employee has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an Interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars; or

o. A contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an Interest, provided the member discloses such Interest to the council and the member does not vote on the contract.

8. Any trustee, officer or employee of LAACS representing any not-for-profit corporation proposing to do business with LAACS (whether or not for compensation) shall disclose, in writing, the nature and extent of his or her relationship with the not-for-profit entity to the Board or the appropriate Committee, and such disclosure will be entered into the official minutes of the Board. Such trustee, officer or employee may not be present at or participate in the Board or Committee deliberation or vote regarding selecting, retaining, contracting with or compensating the not-for-profit corporation.

9. No trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with LAACS shall serve as a voting member of the Board for the duration of such business relationship; provided, however, that the exceptions explicitly set forth in the General Municipal Law shall apply.

10. No trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with LAACS involving the provision of educational management services shall serve as a voting member of the Board.

11. No trustee, officer or employee of LAACS may engage in a related party transaction unless it is determined expressly by the Board to be fair, reasonable and in LAACS' best interest. A "related party transaction" is defined as any transaction, agreement or other arrangement in which the related party has a financial interest and LAACS is a participant. Any interested trustee, officer or employee must disclose all material facts, inwriting, to the Board and may not participate in any deliberations or voting regarding the transaction. Related party transactions will be valid only if approved by a majority vote of all Board members present. The Board may approve such transactions only when they are at fair market values or better for LAACS and when the Board has considered alternative transactions. The Board must document in writing the basis for approval of any related party transactions, including its consideration of any alternative transactions.

12. Trustees, officers or employees of any single external organization, other than another charter education corporation, shall hold no more than 40 percent of the total seats comprising the Board.

13. Trustees of LAACS shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the letter, along with any related discussion or resolution, will be entered into or referenced in the official minutes of the Board.

14. No trustee, officer or employee of LAACS shall invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his/her official duties.

15. No trustee, officer or employee of LAACS shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No trustee, officer or employee of LAACS shall, after the termination of service or employment with LAACS, appear before the Board or any Committee in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former trustee, officer or employee of LAACS of any claim, account, demand or suit against the charter education corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

16. Trustees of LAACS shall make all appropriate financial and non-financial disclosures, in writing, whenever a grievance of Conflict of Interest is lodged against them and such disclosures shall be noted in the official minutes of the Board.

17. Other than solicitation of donations to LAACS or another not-for-profit entity for the benefit of LAACS, a trustee, officer or employee of LAACS shall not directly or indirectly accept any gift from any person associated with LAACS in any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. However, ordinary personal gifts from relatives, members of a household or others who may be associated with LAACS (e.g. holiday gifts) are permitted and are not considered "gifts" for purposes of this Code of Ethics.

18. A trustee, officer or employee of LAACS shall not, directly or indirectly, solicit any gift, or accept or receive any single gift or privilege in connection with LAACS worth $75 or more, or gifts from the same source having a cumulative value of $75 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her, or could reasonably be expected to influence him or her, in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

19. A trustee, officer or employee of LAACS shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

20. All trustees, officers and employees of LAACS will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to: a) theft or inappropriate removal or possession of property belonging to LAACS or otherwise used by LAACS; b) falsification of documents; c) possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace or while on duty; d) use of tobacco or tobacco products on LAACS grounds; e) insubordination or other disrespectful conduct; f) violation of safety or health rules; g) sexual or other unlawful or unwelcome harassment; and h) excessive absenteeism or any absence without notice.

Prior to election and annually thereafter, all trustees of LAACS will be required to file with the Board secretary a written statement identifying any entity with which LAACS has a relationship and for which the trustee is an officer, director, trustee, member, owner, or employee. The trustee will also be required to identify any transaction with which the trustee may have a conflict. Conflict statements by each trustee must be submitted to the chairperson of the Board and/or a designated Committee. New trustees will complete and submit a trustee background information form and trustee disclosure forms, and such forms will be included in LAACS's annual reports to its charter authorizer.

All trustees, officers, and employees of LAACS will be given a copy of the Code of Ethics upon commencement of their association with LAACS, and the Code of Ethics will be posted on LAACS's website. Material amendments to the Code of Ethics will also be distributed to trustees, officers and employees.

In accordance with the General Municipal Law, any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer, or employee of LAACS who willfully and knowingly violates the foregoing provisions will be guilty of a

misdemeanor. In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of this Code of Ethics may be fined, suspended, or removed from office or employment in the manner provided by law and by the by-laws of LAACS.

Response 14g - Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website.

LAACS will receive and consider any individual's or group's complaints or concerns at any time for any reason; complaints and concerns will be directed to the Executive Director, who will work to resolve conflicts fairly, as quickly as possible. If the Executive Director is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the that leader, the individual or group may utilize the Formal Complaint process below. The LAACS Board will adopt the following policies and procedures related to Formal Complaints:

In accordance with New York State Education Law §2855(4), which is part of the New York Charter Schools Act of 1998 (as amended, the "Act"), LAACS provides parents or guardians, as well as any other individuals or entities (e.g contractors, employees, etc.), who believe that the charter school has violated a term of its charter or any applicable law, an opportunity to make a formal complaint to the Board of Trustees to seek relief.

The Executive Committee of the Board will consider any formal complaints brought to the Board. The process for bringing a concern to the Board's Executive Committee will be as follows:

- A complainant (whether parent, guardian, employee, individual or organization) may bring a concern to a member of the school administration in the form of an informal complaint. It is not necessary for a complainant to make an informal complaint before bringing a formal concern to the Board of Trustees. Informal complaints may be brought first to the Executive Director, Principal, Assistant Principal, a teacher, etc. or an immediate supervisor for staff complaints. The recipient of an informal complaints will documented the complaint and, on request by the complainant, the decision or resolution will be in writing.

- If the complainant is not satisfied with the response to the informal complaint—or if the complainant elects to bring a formal complaint to the Board without first seeking an informal resolution—then the complainant will put the concern in writing and give it to the Executive Director, who will forward it to members of the Executive Committee of the Board of Trustees.

- The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint.

- The Executive Committee will investigate the concern and respond to the complainant in writing. The Executive Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.

- The Executive Committee will respond in writing with a decision regarding any written complaint they receive within 45 business days from receipt of the complaint.

Upon resolution of a complaint, LAACS will provide to the complainant:

- A written finding and any plans for subsequent remedial action;
- A written notice to the complainant that they may appeal the determination of the school to the Board of Trustees of the State University of New York (SUNY Trustees); and
- A copy of the SUNY Trustees' Grievance Guidelines (as they are posted on the website of the SUNY Charter Schools Institute.

Appeals of decisions made by the LAACS Board of Trustees may be made first to the SUNY Trustees via the SUNY Charter Schools Institute and then to the Board of Regents. Only decisions regarding formal complaints can be appealed to the SUNY Trustees. Both the SUNY Charter Schools Institute and the Board of Regents can issue school remedial orders to remedy complaints.

A copy of this Complaint Policy will be distributed to the parents and/or guardians of students and made readily available to all others requesting a copy and will also be provided to the Trustees.

ANNETTE HAMILTON

[redacted]

PROFESSIONAL SUMMARY

Dedicated Higher Education Administrator with a primary focus on Financial Aid Administration for 20 plus years. Experience in delivering outstanding service to prospective, new and continuing students in a diverse community. Knowledgeable in all financial aid programs, processes, policies and procedures. Solution oriented professional with a proven track record of problem solving and effectively implementing change strategies.

PROFESSIONAL SKILLS HIGHLIGHT

- Compliance Overview
- Staff Assessment and Training
- Default Management
- Enrollment Management Strategies
- Professional Development
- Program Evaluation
- Budgeting

WORK EXPERIENCES

[redacted]

EDUCATION

Master of Science in Education in Higher Education Administration
Baruch College, New York

Bachelor of Science in Organization Management
Nyack College, Nyack New York

TECHNICAL SKILLS

Student Engagement Management System
Peoplesoft (CUNYfirst)
Blackboard Collaborate
DegreeWorks
Financial Aid Certification Tracking System
Student Form (Campus Logic)
Connect to Complete
Microsoft Suite
PR Assist

PROFESSIONAL AFFILIATIONS

As part of my commitment to higher education, I serve on the following committees:
On Campus

- Tuition Liability Appeals Committee - Chair
- Personnel Review Committee (PRC) (fiscal year 2018-2020)
- Enrollment Committee
- College Senate

Off Campus

- CUNY Publication Committee
- CUNY Communication and Checklist Committee
- CUNY Accelerated Study in Associate Program (ASAP) & Macaulay Honors College (MHC) Committee

I am a member of the following financial aid organization:

- New York State Financial Aid Administrator Association (NYSFAAA)
- National Association of Student Financial Aid Administrators (NASFAA)
- Eastern Association of Student Financial Aid Administrators (EASFAA)

Charlene Gayle: Real Estate Visionary and Advocate for Generational Wealth

Embodying the sentiment expressed by the renowned poet Maya Angelou — "People will forget what you said, people will forget what you did, but people will never forget how you made them feel" — Charlene Gayle's approach to life and her work in real estate is all about impact and legacy.

An alumnus of the University of Maryland with a Bachelor of Science degree, Charlene's journey in real estate began [redacted]

Recognizing the power of real estate to foster generational wealth, Charlene champions the cause of safeguarding the real estate legacies of minority families. She's a sought-after figure in the community, frequently delivering 'Home Ownership' classes to first-time buyers through various non-profit housing organizations. Additionally, her dedication extends to collaborating with churches, offering Estate Planning Classes to their congregations.

In 2018, a significant accolade was added to Charlene's distinguished career when she was appointed as the Executive Director of The New York State Association of Black, Puerto Rican, Hispanic, and Asian Legislators, Inc. Under her visionary leadership, Charlene and her dedicated team orchestrated the nonprofit's annual Legislative Conference in Albany, New York. This significant event hosts over 5,000 guests each year. As Executive Director, Charlene's unwavering commitment ensured the organization's mission and integrity were always at the forefront. Her endeavors in this role are yet another testament to her dedication to community, legacy, and positive impact.

Ambrosia J. Johnson

[redacted]

PROFESSIONAL STATEMENT

Detail and results-oriented elementary school principal with extensive experience in providing high-quality instruction and program oversight in direct response to academic and performance data. My strengths include adopting a critical lens to improve curriculum to ensure rigor and cultural competence accessible to diverse learners. I accomplish this by analyzing various forms of data to improve lesson execution. I also develop novice teachers by providing real-time and formal feedback to improve their effectiveness. Finally, by fostering relationships with stakeholders, I can identify their strengths to improve their growth areas. I have received recognition for my work in teacher development and response to student data aligned to common core and grade-level standards and for being resourceful and hardworking.

SKILLS

- Coaching & Feedback
- Talent Acquisition
- People Management
- Conflict Resolution
- Data Analysis/Evaluation
- Risk Management
- Strategic Planning
- Compliance Oversight
- Analytic/Critical Thinker
- Community Outreach
- Budget Management
- Microsoft (Word, Excel)

WORK EXPERIENCE

[redacted]

[redacted]

Ambrosia J. Johnson

[redacted]

[redacted]

EDUCATION & CERTIFICATIONS

Relay Graduate School of Education | Master of Arts in Teaching — May 2015
Bryn Mawr College | B.A. Sociology and Education — May 2013
NJ K-5 Standard Teaching Certificate — 2014

VOLUNTEERISM & AFFILIATION

Alpha Kappa Alpha Sorority, Incorporated – Member | Make-A-Wish Foundation, Community Council Member
Community Board 17, Board of Trustee (Appointed by Mayor Eric Adams)
Delta Rho Omega HBCU College Tour – Volunteer | SHADES – Co-Char | St. Barnabas Mission

AWARDS & SPEAKING ENGAGEMENTS

Keynote Speaker at Relay Graduate School of Education's 2019 Commencement | Alumni Teaching Award: Relay Graduate School of Education | Teacher of the Year Honoree from Community Board 3: Education & Youth Committee | Speaker at Uncommon Schools Diversity Speaker Series | Keynote Speaker at Relay Graduate School's 2015 Commencement

JENNIFER M. PROVOST, ESQ.

[redacted]

EXPERIENCE:

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION:

City University of New York School of Law: *Juris Doctor* – 1997
Academic Standing Committee; Scholarship Committee; NYS Higher Education Scholarship Recipient; Black Law Students Association – President

Queens College, City University of New York: *Bachelor of Arts,* Political Science – 1993

Bar Admissions: New York State (1998); Federal Court - Southern and Eastern Districts of NY (2000)

Memberships: National Black Lawyers Top 100; Metropolitan Black Bar Association; Certified Small Claims Arbitrator; Board of Trustees - Cambria School of Excellence

References: Available upon request

July 12, 2015

To Whom It May Concern:

Attached herewith, please find my resume for your favorable consideration.

Over the past fifteen years, I have studied and honed my craft and life commitment to work with youth. [redacted] I have remained steadfast in my professional endeavors. Concomitant, with my sense of community involvement, I have also shown due diligence in my educational and professional pursuits.

I possess very high skill levels that have been developed through instruction and practice. I am knowledgeable in developing and administering budgets, a strong self-manager and supervisor able to navigate multiple projects and initiatives to successful completion. I am a person with a highly developed human resource and supervisory skills required in the ability to make personnel decisions.

I am a consummate professional who is very adept with the nuances of working within the NYS Department of Education. Your favorable consideration of my application for employment will provide you with a person who chose to work with children for the most important reason of all-for the love of the work itself. I look forward to the opportunity to discuss my unique qualifications further with you.

If you require additional information, I may be reached at [redacted]

Sincerely,

Virginia O. Tomlinson

VIRGINIA O. TOMLINSON

[redacted]

Professional Experience

[redacted]

[redacted]

[redacted]

EDUCATION

Adelphi University, Masters in Educational Leadership and Technology
City University of New York at Brooklyn College, Masters in Guidance and Counseling Education
Lincoln University, Bachelor of Science Degrees in Human Service and Sociology

KEY SKILLS

Strategic planning and organizing	Leading and directing others	Guidance Certification
Oral and written communication	Program development and funding	SAS Certification
Bilingual (Spanish)	Budget development and administration	

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Ambrosia Johnson

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.:

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Community Board 17
   Make a Wish Foundation

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would have a conversation and raise the concerns with the involved parties, and Board Chair (if the Board Chair is not affiliated.) If the Board Chair is affiliated, I would bring forth the information to the authorizer for additional support.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

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

N/A

Certification

I, Ambrosia Johnson, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Lamad Academy Arverne Charter School is true and correct in every respect.

[redacted]

Signature

01-05-2024

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Lamad Academy Arverne Charter School

2. Full name: Charlene Gayle

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.:

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   1.Society's Justice Innovations & Interventions Inc.
   2. Cannabis Chamber of Commerce

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

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

Certification

I, [redacted], certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of [redacted] is true and correct in every respect.

1/10/24

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name:

   Home Address:

   Business Name and Address:

   Home telephone No.:

   Work telephone No:.

   E-mail address:

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☐ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☐ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

    ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

    ☐ I / we do not know any such persons.

    ☐ Yes.

    Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ N/A.

    ☐ I / we have no such interest.

    ☐ Yes.

    Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ N/A.

    ☐ I / we or my family do not anticipate conducting any such business.

    ☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

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

Certification

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

[redacted] _____

Signature

_____

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name:

   Home Address:

   Business Name and Address:

   Home telephone No.:

   Work telephone No:.

   E-mail address:

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☐ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☐ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

    ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

    ☐ I / we do not know any such persons.

    ☐ Yes.

    Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ N/A.

    ☐ I / we have no such interest.

    ☐ Yes.

    Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ N/A.

    ☐ I / we or my family do not anticipate conducting any such business.

    ☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family.

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16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

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

Certification

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

_____ _____

Signature Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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1. REQUEST FOR INFORMATION

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name:

   Home Address:

   Business Name and Address:

   Home telephone No.:

   Work telephone No:.

   E-mail address:

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☐ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☐ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

    ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

    ☐ I / we do not know any such persons.

    ☐ Yes.

    Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ N/A.

    ☐ I / we have no such interest.

    ☐ Yes.

    Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☐ N/A.

    ☐ I / we or my family do not anticipate conducting any such business.

    ☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

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

Certification

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

_____ _____

Signature Date

Response 15 - District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

Lamad Avrerne Academy Charter School intends to nurture and maintain a productive relationship of mutual respect and benefit with the NYCDOE CSD 27 and the existing traditional public and charter schools in the district. The LAACS board is also leveraging its collective community ties and relationships within the district to disseminate information about the school. LAACS fully intends to partner with the district to support education for middle school students in CSD 27, so that it's programming can have a positive impact on students beyond its own enrollment. The applicant has reached out to the CSD 27 superintendent to schedule an informational meeting but, to date, has not been able to secure a meeting.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

As discussed at length in Response 1ac- Community Need and Proposed School Impact, schools in the Arverne community and surrounding CSD 27 neighborhoods are historically and chronically underperforming. LAACS intends to support struggling schools within these communities by sharing concrete examples of innovation, particularly in STEAM subject matters, to hopefully improve student achievement for all students as well as exposing students to this variety of career paths. While we are eager to share best practices with neighbors in CSD 27, LAACS leaders will be sensitive in their approach; for example, the labeling of other schools as "low performing" would most likely put LAACS's traditional public school counterparts on the defensive and will put a barrier up along the path to effective communication and collaboration.

Therefore, while LAACS will endeavor to be an effective facilitator of such efforts; the team is loath to approach this task as the new kid on the block assuming they have all the answers. Instead, LAACS leaders will build upon the fact that most educators do want to have collaborative relationships. Despite this desire, too often the teaching profession is characterized by privatization. Whether it is a teacher doing exemplary things in her classroom raising student achievement with innovative lesson plans and instructional strategies or a high performing school achieving stellar results in the midst of an otherwise under-performing district, what is working remains private, held within the four walls of the teacher's classroom or of a school building. LAACS is committed to working in partnership with its CSD 27 traditional public and charter school counterparts so that the goal of openness and sharing best practices can be achieved across the system.

Post-authorization, LAACS leadership plans to reach out to build direct relationships with principals at elementary and middle schools across the CSD to understand their challenges and areas for potential collaboration going forward. These efforts will be coordinated by LAACS's Executive Director. Specifically, we will look to partner with schools that share a STEAM focus, or schools that have an individual science, technology, engineering, arts, or math focus.

Response 16 - Facility

Locating a suitable school facility is a critical and significant task. The Institute encourages all applicants to consult the following resources as you develop your responses to each portion of Request 16:

- *NYSED'S Facilities Planning Website*
- *The Institute's Facilities Planning Webpage and Reporting Guidance*
- *NYC Charter Center's Guide to the Facility Access Process for Co-location and Private Space (for NYC applicant groups)*

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.*

LAACS intends to locate in CSD 27 in Arverne, Queens. The LAACS group is already fully engaged in the process with the NYCDOE to identify co-located, public space that could serve the school at capacity. The school is planning for approximately 90 square feet per pupil. This means that a suitable building to house the school would be 13,500 square feet to open and 40,500 square feet by its fifth year. In addition, the school will also consider proximity to public transportation to evaluate suitability of available school sites.

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;*
- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*

- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about the organization.*

Once authorized, the LAACS team will submit a formal request to the NYCDOE for co-located space in an existing school facility under the provisions of NYS amended charter law. If this request is denied, LAACS will appeal the denial to the New York State Education Department Commissioner, requesting that the Commissioner requires the NYCDOE to provide the school with rental assistance funds. It is worth noting that the LAACS team is enthusiastic about locating in public space, for both financial and collaborative reasons. If the school will not be able to secure NYCDOE space and by has not identified a credible private facility for the school by February 2025, it will discuss with its authorizer the possibly of postponing the school opening until September 2026 so that it will have more time to secure an appropriate facility.

c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

LAACS does not anticipate there will be any conflicts of interest. However, as in all instances where a potential conflict of interest may be present, the shared Trustee shall make the proper disclosure to each board member and ensure that he or she recuses himself or herself from any discussion that addresses the relationship between LAACS and any real estate transaction in which the school may engage. The Trustee would recuse himself or herself from any vote where a conflict exists.

Response 16d - Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

Lamad Averene Academy Charter School does not have a response to this request, as the school will seek co-location with an existing Community School District 27 public school.

Response 17 - Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

LAACS will participate in the Federal school lunch and breakfast program. We will provide nutritious meals for students through the Office of School Food (OSF) of the NYCDOE. Breakfast, lunch, and an afternoon snack will be served each day that school is in session, and all students attending LAACS are eligible for meals provided. Meals will be prepared in compliance with the Federal School Lunch Program. Students also have the option of bringing their own lunch to school and not partaking of the school's offerings.

Although LAACS proposes to utilize the food services provided by OSF in its first year of operation, this does not preclude the school from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals. Many NYC charter schools have chosen to contract for food outside of the NYCDOE, through vendors such as SchoolFood, Red Rabbit, and Revolution Foods. The factors that will guide LACS's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free- and reduced-priced lunch, health and safety of children and workers, and satisfaction rates with current menu choices.

Response 18 - Health Services

> *Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to NYSED's School Health Services information in developing this response.*

LAACS will comply with all health service regulations in accordance with §2853(4) (a) and §912 of the Education Law and will provide similar health service provisions for students as district schools. If LAACS is co-located with a district school, the school will collaborate with that school's health service program and coordinate to manage school health records and service delivery through that organization.

If LAACS is unable to secure public space, the school will outsource nursing services to a licensed professional who will administer daily medication to students as needed, aid students who are sick, and maintain student health records, including immunization documentation. The nurse will intake and review new student immunization requirements and the proper supporting documents, and store cumulative health records in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will provide emergency contact information in the event students become ill or injured during the school day.

LAACS staff will be educated on health policies during our professional orientation, per education law requiring staff to knowledgeably administer CRP and use an automated external defibrillator.

Immunizations

LAACS requires that all new students adhere to New York State requirements for immunization on the following page before they can attend classes. Parents or guardians must provide documentation that shows the child has received all required doses of vaccines for their grade level/age. The only exemptions granted are from a licensed physician, physician assistant, or nurse practitioner certifying such immunization may be detrimental to the student's health, or if the student's parent or guardian holds religious beliefs that bar immunizations.

Administration of Daily Medication During School Hours

LAACS students who require medication during school hours must bring a letter from their physician showing medical necessity, and/or an Authorization for Administration of Medication to Students form. Prescription medications must be sent with the full pharmacy label attached. All daily or twice a day medication shall be administered at home before or after school. Asthmatic students who require daily medication must have a current Authorization for Administration of Medication to Students form on file. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Medication will be administered only by the school nurse.

Administration of emergency medication

The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Response 19 - Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

The NYCDOE will be responsible for providing the same transportation services as other New York City public school students for LACS's students. Eligibility for bussing and half-fare or full-fare MetroCards will be determined by and provided by the Office of Pupil Transportation ("OPT"). After LACS submits a Transportation Request Form and supplies the NYCDOE with the necessary information, the NYCDOE will determine the eligibility for transportation based on age and distance from the School in accordance with the Chancellor's regulations (Regulation A-801).

To attend the LACS Saturday Academy program twice per month, the school will provide MetroCards for students who do not live within walking distance of the school for the necessary subway or bus fare. Special education students may have different eligibility for transportation as dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws.

The School's students will receive transportation services for which they are eligible under Education Law §2853(4)(b) and §3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents or guardians.

Response 20 - Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

LAACS founding board members sought quotes for comprehensive insurance coverage for the school's staff and assets. First Fidelity Brokerage, which came highly recommended as the purveyor of insurance for a number of charter schools across New York City, provided the parameters below; the corresponding competitive premium rates are included in the enclosed budget.

General liability Up to $3,000,000 aggregate.
Workers Compensation Up to statutory limitations.
Educators Legal Liability Up to $1,000,000.
Property Up to $250,000 per.
Excess Liability Up to $10,000,000.
Crime Up to $1,000,000 per.
Accident Insurance/Special Risk Up to $1,250,000.

Response 21 - Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

NOTE: Schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding. Additional information on funding opportunities is available on NYSED's website. IMPORTANT: Timing delays of start-up funds can cause significant obstacles for new charters. Recent CSP grant awards have experienced significant delays in the flow of payments to approved charter recipients. As a precaution, SUNY advises new charter applicants to take steps that include proactive planning of financial backstop measures to ensure financial stability.

The LAACS Founding Board has designed its draft budget using a financial model that is designed to account for inflationary pressures, conservative revenues, and generous expenditures.

The following budget assumptions come from a wide variety of sources. The most significant expense variables in the budget were all compared with figures obtained from one or more existing schools in similar communities, one or more proposed schools, and one or more direct quotes from a third-party provider. Revenue & Expense assumptions are based on available data from the Office of Charter Schools, The New York City Charter School Center, and the NYS Education Department.

Revenues: Revenues are conservatively projected with no growth over the 5-year charter period.

The first year of operation will be 2025-2026. While funding increases are always to the benefit of our students, we do not believe that efficient systems and targeting resources to maximize productivity will allow us to leverage scarce resource in a meaningful way. Any increases in funding will allow us to layer in enrichment and supplemental services as needed.

Therefore, it is our preliminary assumption that the charter per pupil will remain at the current level of $18,340 per student.

Based on student enrollment information available for NYC CSD 27, we have made the following assumptions:

Special Education: Our projections anticipate the number of special education students at 21% of the student population. While making all efforts to conduct outreach to special needs populations, lotteries inhibit deliberate placement in of these students into charter schools.

Title I: LAACS's assumptions regarding students that receive free and reduced lunch and directly correlate to at-risk indicators are at 70% of student population. This is slightly below that of the district which averages 78%. Again, since we cannot control our lottery results, we tend to take a conservative approach to the model.

Grants: LAACS will apply for the Charter School Program Implementation Grant in the amount of $500,000 upon authorization, to be distributed over the school's start up period and first two years of operations. While the school may qualify for an additional $125-250,000 based on authorizer priorities, LAACS has budgeted using the lower amount as another conservative measure.

Total Students and Staff: For the purpose of budgeting, we have used a "break-even" enrollment plan scenario. In year 1 of operations, the school will launch with 6th grade.

Each grade will contain 150 students, bringing year 1 total enrollment to 150 students. LAACS is committed to backfilling all available seats at any grade to maintain consistent and full enrollment, but for conservative budgeting purposes, we have allowed for a minimal rate of attrition from year to year.

Free and Reduced-Price Lunch with Revenue Assumptions: This worksheet outlines our expected population of 70% of students eligible for free and reduced-price lunch, and 5% not eligible for either free or reduced-price lunch. Using data provided by a number of operating schools, we anticipate that our breakfast and lunch program, provided initially by the NYC DOE, will break even with regards to cost. Thus, we assume our food services will provide $0 in net income each year.

Salary and Staffing Levels with Assumptions: This worksheet outlines our plan for staffing and salary levels based on our approach to hiring and the Founding Board's commitment to paying Lamad Arverne Academy teachers more than traditional public-school teachers. The worksheet also factors in, even at flat revenue levels, a 1.5% yearly increase in all administrative, support and instructional salaries over the next 4 years.

Benefits and Taxes with Assumptions: This worksheet takes into consideration the abnormal inflationary pressures on health insurance coverage with a 3% inflator throughout most of the budget model.

Facilities: Our facilities plans include being incubated in a DOE building, with the possibility of looking for private space to serve the school at full scale with adequate room for technology space, etc. in year three and beyond. The budget includes allotted funding for this.

Five Year Budget with Assumptions: This worksheet outlines our overall expected budget from start-up through FY 2024 (the first year of our second charter period) taking into consideration the data from all the other worksheets. The general revenue assumptions are all conservative estimates based on 2018 numbers and we have budgeted for de minimis amounts of fundraising.

Our general expense assumptions are generous estimates that the school can reduce to a degree and still function effectively, with the exception of educational materials and professional development. Our school will frontload and invest heavily in these areas in the beginning years to ensure that our students and teachers are furnished with the necessary resources for high performance and achievement.

General, Administrative, and Professional services assume nothing provided on a pro-bono basis any contributions. Therefore, any contributions will further decrease our expenses and improve our financial position.

First Year Cash Flow with Assumptions: This worksheet demonstrates our positive cash flow throughout our first year. Moreover, purchasing decisions for many items can be changed or delayed to avoid monthly shortfalls if necessary.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and,
- Procedures for monitoring and modifying budgets and on what interval.

LAACS's Executive Director and Director of Finance will work collaboratively with the school's Board of Trustees to develop an annual budget for the school. The Executive Director and Director of Finance will evaluate program effectiveness and needs of the staff in considering budget items, in order to ensure budgeting is aligned to mission, quality programming, and school goals. The annual budget cycle will start early in the year, with the Executive Director and Director of Finance provided a draft for the Board of Trustees' Finance Committee in late January/early February. The Finance Committee will analyze and provide feedback and recommendations on the budget draft for to the rest of the Board in March. The whole Board of Trustees will vote on the final budget in late April/early May at public board meeting in accordance with open meetings law.

At each Finance Committee meeting as well as monthly Board meetings, the Executive Director will present an array financial documents, including but not limited to, budget vs. actuals report, chart of accounts, as well as a set of current expenditure projections. If the school encounters a budgetary shortfall for any reason, the Executive Director, Director of Finance, Finance Committee, and the Board of Trustees will revisit the approved budget and determine the appropriate corrective action required to align activity back within the approved budget while still guaranteeing sufficient resources to adequately fund programming.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

LAACS will utilize a state-approved audit firm with New York City charter school experience. The school's annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Board of Trustees, with the Executive Director's assistance, will request proposals and bids for the annual audit work and select a competitively priced audit firm, which will report directly to the LAACS Board of Trustees. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter Schools Institute.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response.

Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the case of school closure for any reason, the LAACS Board of Trustees will delegate to the Executive Director the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t). The process will include notification to parents of children enrolled at LAACS. Student enrollment information will be sent to NYCDOE, with LAACS transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets of LAACS, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within CSD 27. LAACS has included a line item of $25,000 each year, in Years 1 through 3, for set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otsel	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Lamad Academy Charter School 2

Contact Name:	Rev. Alfred Cockfield
Contact Title:	Executive Director
Contact Email:	al@lamadacademy.org
Contact Phone:	(929) 215-0900

First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

LAMAD ACADEMY CHARTER SCHOOL 2
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	75	75	75	75	75
1st Grade	Elementary School	75	75	75	75	75
2nd Grade	Elementary School		75	75	75	75
3rd Grade	Elementary School			75	75	75
4th Grade	Elementary School				75	75
5th Grade	*Elementary School*					75
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		150	225	300	375	450

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School		3	3	3	3
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	9	12	15	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	150	225	300	375	450
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**150**	**225**	**300**	**375**	**450**
Change in Net Enrollment from Prior Year (Count)	150	75	75	75	75
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)	10.0%	10.0%	10.0%	10.0%	10.0%

ADDITIONAL NOTES/COMMENTS
School will backfill in the 6th grade and establish a waitlist from which to draw from should it be needed.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	150	225	300	375	450
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	New York City Department of Education	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000
ENROLLMENT (*Charter School*)		150	225	300	375	450
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

AGE RANGE

LAMAD ACADEMY CHARTER SCHOOL 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	150	225	300	375	450

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.5	1.5	1.5	1.5	1.5
Instructional Management	1.0	1.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	3.0	3.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	7.5	7.5	8.5	8.5	8.5

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	9.0	12.0	15.0	18.0
Teachers - SPED	0.0	0.0	0.0	0.0	0.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	6.0	9.0	12.0	15.0	18.0
Specialty Teachers	4.0	4.0	5.0	6.0	7.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	17.0	23.0	31.0	38.0	45.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	24.5	30.5	39.5	46.5	53.5

LAMAD ACADEMY CHARTER SCHOOL 2

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	150.00	225.00	300.00	375.00	450.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 225,000	$ 337,500	$ 347,625	$ 358,054	$ 368,795	$ 379,859
Instructional Management	$ 150,000	$ 150,000	$ 154,500	$ 309,135	$ 318,409	$ 327,961
Deans, Directors & Coordinators	$ 100,000	$ 100,000	$ 103,000	$ 106,090	$ 109,273	$ 112,551
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 85,000	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668
Administrative Staff	$ 60,000	$ 180,000	$ 185,400	$ 190,962	$ 196,691	$ 202,592
TOTAL ADMINISTRATIVE STAFF		$ 852,500	$ 878,075	$ 1,054,417	$ 1,086,050	$ 1,118,631
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 75,000	$ 450,000	$ 688,500	$ 934,155	$ 1,187,180	$ 1,447,795
Teachers - SPED	$ 75,000	$ -	$ -	$ -	$ -	$ -
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 45,000	$ 270,000	$ 413,100	$ 560,493	$ 712,308	$ 868,677
Specialty Teachers	$ 65,000	$ 260,000	$ 267,800	$ 340,834	$ 416,059	$ 493,541
Aides	$ -	$ -	$ -	$ -	$ -	$ -
Therapists & Counselors	$ 85,000	$ 85,000	$ 87,550	$ 175,177	$ 180,432	$ 185,845
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 1,065,000	$ 1,456,950	$ 2,010,659	$ 2,495,978	$ 2,995,858
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL SERVICE WAGES		$ 1,917,500	$ 2,335,025	$ 3,065,076	$ 3,582,028	$ 4,114,489

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Shared Staff: Executive Director, COO, and Superintendant
Principal (1 FTE yrs 1-5), Asst. Principal 1 FTE starting year 3
SpEd Coordinator
Dir of Operations
Admin. Assistant, receptionist, and a parent coordinator

STEAM Specialist (1 FTE yrs 1-5), Reading Specialist (1 FTE yrs 1-5), and
Social Worker

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
Shared Staff: Executive Director, COO, and Superintendant
Principal (1 FTE yrs 1-5), Asst. Principal 1 FTE starting year 3
SpEd Coordinator
Dir of Operations
Admin. Assistant, receptionist, and a parent coordinator

STEAM Specialist (1 FTE yrs 1-5), Reading Specialist (1 FTE yrs 1-5), and Arts
Social Worker

LAMAD ACADEMY CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	239,775
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**239,775**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**239,775**

LAMAD ACADEMY CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	0.50	75,000
Deans, Directors & Coordinators	0.50	42,500
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	**1.00**	117,500
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	**117,500**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		10,575
Fringe / Employee Benefits		14,100
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		**24,675**
TOTAL PERSONNEL SERVICE COSTS	**1.00**	**142,175**
CONTRACTED SERVICES		
Accounting / Audit		5,000
Legal		5,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		7,000

LAMAD ACADEMY CHARTER SCHOOL 2

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE

July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*

The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
TOTAL CONTRACTED SERVICES	**17,000**

LAMAD ACADEMY CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	3,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	11,600
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,500
Staff Development	-
Staff Recruitment	30,000
Student Recruitment / Marketing	30,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**76,100**
FACILITY OPERATION & MAINTENANCE	
Insurance	4,500
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**4,500**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**239,775**
NET INCOME	**-**

LAMAD ACADEMY CHARTER
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developmt.)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation		240K for start-up, 500K for year 1, and 510K for year 2
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

LAMAD ACADEMY CHARTER
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	0.50	
Deans, Directors & Coordinators	0.50	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	**1.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9% of total salaries
Fringe / Employee Benefits		12% of total salaries
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**1.00**	
CONTRACTED SERVICES		
Accounting / Audit		Initial Audit Statements, CSP Audit, and 990 filing
Legal		501c3 and other filings
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		E-Rate, School Consulting Design

LAMAD ACADEMY CHARTER PROJECTED BUDGET / OPERATING PLAN PERIOD July 1, 2024 - June 30,	
***NOTE:** Please enter financial data on "6) Year."* *The pre-opening budget will be for a 1-Year Period as school Information.*	
	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
TOTAL CONTRACTED SERVICES	

LAMAD ACADEMY CHARTER
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS	
Board Expenses	Board training and development
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	Cell phones and internet
Technology	computers, software, and website design
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Supplies, postage, printing
Staff Development	
Staff Recruitment	Job fairs and postings
Student Recruitment / Marketing	Student mailings and marketing supplies
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Directors & Officers
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOL 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	79,925	-	-	-	79,925	-	-	-	79,925	-	-	-	239,775
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	79,925	-	-	-	79,925	-	-	-	79,925	-	-	-	239,775
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOL 2												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
Deans, Directors & Coordinators	0.50	-	-	-	-	-	-	7,083	7,083	7,083	7,083	7,083	7,083	42,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	-	-	-	-	-	-	19,583	19,583	19,583	19,583	19,583	19,583	117,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	19,583	19,583	19,583	19,583	19,583	19,583	117,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,763	1,763	1,763	1,763	1,763	1,763	10,575
Fringe / Employee Benefits		-	-	-	-	-	-	2,350	2,350	2,350	2,350	2,350	2,350	14,100
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	4,113	4,113	4,113	4,113	4,113	4,113	24,675
TOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	23,696	23,696	23,696	23,696	23,696	23,696	142,175
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Legal		-	-	-	-	-	-	-	-	-	-	5,000	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOL 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	1,000	6,000	7,000
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	6,000	11,000	17,000

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOL 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	3,000	-	3,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	1,600	10,000	-	-	-	-	-	-	-	-	-	11,600
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	30,000
Student Recruitment / Marketing	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	30,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	125	1,725	10,125	125	125	125	12,125	12,125	12,125	12,125	15,125	125	76,100
FACILITY OPERATION & MAINTENANCE													
Insurance	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	239,775
NET INCOME	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOL 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
ENDING CASH BALANCE	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

YEAR 1 BUDGET AND ASSUMPTION			LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue			**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses			**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income			**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment			**150**	**-**				**150**
			PROGRAM SERVICES			**SUPPORT SERVICES**		
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	2,751,000					2,751,000
Other District 1:		-	-					-
Other District 2:		-	-					-
Other District 3:		-	-					-
Other District 4:		-	-					-
Other District 5:		-	-					-
Other District 6:		-	-					-
Other District 7:		-	-					-
Other District 8:		-	-					-
Other District 9:		-	-					-
Other District 10:		-	-					-
Other District 11:		-	-					-
Other District 12:		-	-					-
Other District 13:		-	-					-
Other District 14:		-	-					-
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	2,751,000					2,751,000
Special Education Revenue				512,761				512,761
NYC DoE Rental Assistance			-	-	-	-	-	-
Grants								
Stimulus			-	-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,751,000	512,761	-	-	-	3,263,761
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	32,000	-			32,000
Title I			41,475	11,025				52,500
Title Funding - Other			3,000	1,200	-			4,200
School Food Service (Free Lunch)			-					-
Grants								
Charter School Program (CSP) Planning & Implementation			500,000	-	-	-	-	500,000
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			544,475	44,225	-	-	-	588,700
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	-
Fundraising			-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment	**150**	**-**				**150**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
Erate Reimbursement	47,993	12,758	-	-	6,750	67,500
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	9,418	2,504	-	-	-	11,922
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	57,411	15,261	-	-	6,750	79,422
TOTAL REVENUE	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**

YEAR 1 BUDGET AND ASSUMPTION		LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue		**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses		**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income		**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment		**150**	**-**				**150**
		PROGRAM SERVICES			**SUPPORT SERVICES**		
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions						
Executive Management	1.50	253,125	84,375	-	-	-	337,500
Instructional Management	1.00	112,500	22,500	-	-	15,000	150,000
Deans, Directors & Coordinators	1.00	75,000	15,000	-	-	10,000	100,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	85,000	-	85,000
Administrative Staff	3.00	-	-	-	180,000	-	180,000
TOTAL ADMINISTRATIVE STAFF	7.50	440,625	121,875	-	265,000	25,000	852,500
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	355,500	94,500	-	-	-	450,000
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	6.00	213,300	56,700	-	-	-	270,000
Specialty Teachers	4.00	205,400	54,600	-	-	-	260,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	67,150	17,850	-	-	-	85,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	17.00	841,350	223,650	-	-	-	1,065,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.50	1,281,975.00	345,525	-	265,000	25,000	1,917,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		115,378	31,097	-	23,850	-	170,325
Fringe / Employee Benefits		153,837	41,463	-	31,800	-	227,100
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		269,215	72,560	-	55,650	-	397,425
TOTAL PERSONNEL SERVICE COSTS	24.50	1,551,190	418,085	-	320,650	25,000	2,314,925
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	135,000	135,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		2,370	630	-	-	-	3,000
Payroll Services		-	-	-	-	4,900	4,900

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment	**150**	**-**				**150**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	15,800	4,200	-	-	-	20,000
Other Purchased / Professional / Consulting	79,000	21,000	-	-	-	100,000
TOTAL CONTRACTED SERVICES	97,170	25,830	-	-	144,900	267,900

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment	**150**	**-**				**150**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials	30,000	-	-	-	-	30,000
Special Ed Supplies & Materials	-	5,000	-	-	-	5,000
Textbooks / Workbooks	37,500	-	-	-	-	37,500
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	33,180	8,820	-	-	5,000	47,000
Telephone	10,665	2,835	-	-	1,500	15,000
Technology	71,100	18,900	-	-	10,000	100,000
Student Testing & Assessment	11,850	3,150	-	-	-	15,000
Field Trips	2,963	788	-	-	-	3,750
Transportation (student)	4,148	1,103	-	-	-	5,250
Student Services - other	17,775	4,725	-	-	-	22,500
Office Expense	-	-	-	-	10,000	10,000
Staff Development	8,710	2,315	-	1,225	1,225	13,475
Staff Recruitment	-	-	-	-	12,250	12,250
Student Recruitment / Marketing	30,000	-	-	-	-	30,000
School Meals / Lunch	13,163	-	-	-	-	13,163
Travel (Staff)	711	189	-	-	100	1,000
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	11,850	11,850
TOTAL SCHOOL OPERATIONS	271,763	47,824	-	1,225	56,925	377,738
FACILITY OPERATION & MAINTENANCE						
Insurance	33,488	8,902	-	-	4,710	47,100
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	20,000	20,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	33,488	8,902	-	-	24,710	67,100
DEPRECIATION & AMORTIZATION	6,636	1,764	-	-	1,000	9,400

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment	**150**	**-**				**150**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
NET INCOME	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**3,352,886**	**572,247**	**-**	**-**	**6,750**	**3,931,883**
Total Expenses	**1,960,247**	**502,405**	**-**	**321,875**	**277,535**	**3,062,063**
Net Income	**1,392,639**	**69,842**	**-**	**(321,875)**	**(270,785)**	**869,820**
Budgeted Student Enrollment	**150**	**-**				**150**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	150					150
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	**150**					**150**
REVENUE PER PUPIL	**22,353**					**26,213**
EXPENSES PER PUPIL	**13,068**					**20,414**

YEAR 1 BUDGET AND ASSUMPTION			DESCRIPTION OF ASSUMPTIONS
			***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue			
Total Expenses			
Net Income			
Budgeted Student Enrollment			
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue		Basic Tuition (2023-24)	
PRIMARY School District:	New York City Department of Education	18,340	
Other District 1:		-	
Other District 2:		-	
Other District 3:		-	
Other District 4:		-	
Other District 5:		-	
Other District 6:		-	
Other District 7:		-	
Other District 8:		-	
Other District 9:		-	
Other District 10:		-	
Other District 11:		-	
Other District 12:		-	
Other District 13:		-	
Other District 14:		-	
Other School Districts' Revenue:	(Weighted Avg.)	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	
Special Education Revenue			Assumes 21% of total population is SPED, with 32% being 20-60% category and 68% at >60% category
NYC DoE Rental Assistance			
Grants			
Stimulus			
DYCD (Department of Youth and Community Development)			
Other			
Other			
TOTAL REVENUE FROM STATE SOURCES			
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			Assumes 100% of the SPED population
Title I			Assumes 70% of population is FRPL
Title Funding - Other			Assumes 70% of population is FRPL
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation			240K for start-up, 500K for year 1, and 510K for year 2
Other			
Other			
TOTAL REVENUE FROM FEDERAL SOURCES			
LOCAL and OTHER REVENUE			
Contributions and Donations			
Fundraising			

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
Erate Reimbursement	ERATE assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology (line 126 below) reimbursed at 90%.
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	Assumes $79.48 per student
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

YEAR 1 BUDGET AND ASSUMPTION		DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		
Total Expenses		
Net Income		
Budgeted Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions	
Executive Management	1.50	
Instructional Management	1.00	75% GenEd / 15% SpEd /10% M&G
Deans, Directors & Coordinators	1.00	75% GenEd / 15% SpEd /10% M&G
CFO / Director of Finance	-	
Operation / Business Manager	1.00	100% M&G
Administrative Staff	3.00	100% M&G
TOTAL ADMINISTRATIVE STAFF	7.50	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	6.00	Shared Staff: Executive Director, COO, and Superintendant
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	6.00	
Specialty Teachers	4.00	STEAM Specialist (1 FTE yrs 1-5), Reading Specialist (1 FTE yrs 1-5), and Arts
Aides	-	
Therapists & Counselors	1.00	Social Worker
Other	-	
TOTAL INSTRUCTIONAL	17.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	provided by DOE
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	24.50	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9% of total salaries
Fringe / Employee Benefits		12% of total salaries
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	24.50	
CONTRACTED SERVICES		
Accounting / Audit		Full outsource finance and audit
Legal		
Management Company Fee		
Nurse Services		The school will apply for/request that the NYC DOE provide a nurse services to the school at no cost.
Food Service / School Lunch		Snacks and fees for students @ full rate
Payroll Services		$200 per staff

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
Special Ed Services	
Titlement Services (i.e. Title I)	Title, Annual Reporting and CSP application services
Other Purchased / Professional / Consulting	Includes Data/Assessment services, Curriculum Services, Coaching, Summer Program services
TOTAL CONTRACTED SERVICES	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
SCHOOL OPERATIONS	
Board Expenses	2K for meeting supplies and 3K training
Classroom / Teaching Supplies & Materials	Year 1 - $200 per student
Special Ed Supplies & Materials	Year 1 - $200 per student
Textbooks / Workbooks	Year 1 - $250 per Student - Includes bulk purchases of workbooks and instructional material.
Supplies & Materials other	
Equipment / Furniture	8K per classroom/5K Admin yr 1; yrs 2-5 includes 8K per additional classroom plus 3K for replacements/new staff furniture
Telephone	
Technology	Tech costs to start school will be roughly $80,000, of which 75% will be ERATE-able (90%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. Year 1 also includes 20K student database and student technology expenses. Years 2 - 5 based on $500 per new student, $300 per existing student plus $5k for annual admin. expenses.
Student Testing & Assessment	$100 per student
Field Trips	$25 per student- assemblies & field trips
Transportation (student)	$35 per student, plan to use DOE transporation
Student Services - other	$150 per student (student events and uniforms)
Office Expense	
Staff Development	Based on Staff - $500 per staff member (includes conferences, workshops, professional texts, etc.).
Staff Recruitment	100% M&G
Student Recruitment / Marketing	$200 per student
School Meals / Lunch	$1.50/student for 30% ineligible for FRPL for 195 days
Travel (Staff)	90% Prog Services/10% Mgmt split
Fundraising	
Other	Subscriptions, Misc. Fees, Dues, etc.
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	90% Prog Svcs/10% Mgmt Split
Janitorial	Intention to work with DOE to find co-located space
Building and Land Rent / Lease / Facility Finance Interest	Intention to work with DOE to find co-located space
Repairs & Maintenance	painting
Equipment / Furniture	see line 125 above
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	Year 1, 2, and 3 - $25,000 each year, total $75,000 kept in separate escrow account.
TOTAL EXPENSES	
NET INCOME	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
ENROLLMENT - *School Districts Are Linked To Above Entries*	
PRIMARY School District: New York City Department of Education	
Other District 1:	
Other District 2:	
Other District 3:	
Other District 4:	
Other District 5:	
Other District 6:	
Other District 7:	
Other District 8:	
Other District 9:	
Other District 10:	
Other District 11:	
Other District 12:	
Other District 13:	
Other District 14:	
All Other School Districts	
TOTAL ENROLLMENT	
REVENUE PER PUPIL	
EXPENSES PER PUPIL	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	**543,960**	**543,960**	**-**	**543,960**	**111,340**	**543,960**	**161,897**	**543,960**	**129,897**	**555,882**	**129,897**	**123,170**	**3,931,883**
Total Expenses	**314,515**	**277,854**	**272,662**	**234,662**	**234,662**	**234,662**	**234,662**	**248,745**	**255,412**	**248,745**	**234,662**	**270,820**	**3,062,063**
Net Income	**229,446**	**266,106**	**(272,662)**	**309,298**	**(123,322)**	**309,298**	**(72,765)**	**295,215**	**(125,515)**	**307,137**	**(104,765)**	**(147,650)**	**869,820**
Cash Flow Adjustments	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**9,400**
Beginning Cash Balance	**-**	**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**-**
Ending Cash Balance	**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**879,220**	**879,220**

			JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2023-24)													
PRIMARY School District:	New York City Department of Education	18,340	458,500	458,500	-	458,500	-	458,500	-	458,500	-	458,500	-	-	2,751,000
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	458,500	458,500	-	458,500	-	458,500	-	458,500	-	458,500	-	-	2,751,000
Special Education Revenue			85,460	85,460	-	85,460	-	85,460	-	85,460	-	85,460	-	-	512,761
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			543,960	543,960	-	543,960	-	543,960	-	543,960	-	543,960	-	-	3,263,761
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	32,000	-	-	-	-	-	32,000
Title I			-	-	-	-	10,500	-	12,250	-	12,250	-	12,250	5,250	52,500
Title Funding - Other			-	-	-	-	840	-	980	-	980	-	980	420	4,200
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	100,000	-	116,667	-	116,667	-	116,667	50,000	500,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	-	-	111,340	-	161,897	-	129,897	-	129,897	55,670	588,700
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	67,500	67,500
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	11,922	-	-	11,922
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	11,922	-	67,500	79,422
TOTAL REVENUE			**543,960**	**543,960**	**-**	**543,960**	**111,340**	**543,960**	**161,897**	**543,960**	**129,897**	**555,882**	**129,897**	**123,170**	**3,931,883**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		**543,960**	**543,960**	**-**	**543,960**	**111,340**	**543,960**	**161,897**	**543,960**	**129,897**	**555,882**	**129,897**	**123,170**	**3,931,883**
Total Expenses		**314,515**	**277,854**	**272,662**	**234,662**	**234,662**	**234,662**	**234,662**	**248,745**	**255,412**	**248,745**	**234,662**	**270,820**	**3,062,063**
Net Income		**229,446**	**266,106**	**(272,662)**	**309,298**	**(123,322)**	**309,298**	**(72,765)**	**295,215**	**(125,515)**	**307,137**	**(104,765)**	**(147,650)**	**869,820**
Cash Flow Adjustments		**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**9,400**
Beginning Cash Balance		**-**	**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**-**
Ending Cash Balance		**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**879,220**	**879,220**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.50	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	337,500
Instructional Management	1.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Deans, Directors & Coordinators	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	3.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
TOTAL ADMINISTRATIVE STAFF	7.50	71,042	71,042	71,042	71,042	71,042	71,042	71,042	71,042	71,042	71,042	71,042	71,042	852,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	450,000
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	270,000
Specialty Teachers	4.00	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	260,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Other	-	18,333	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	-
TOTAL INSTRUCTIONAL	17.00	107,083	87,083	87,083	87,083	87,083	87,083	87,083	87,083	87,083	87,083	87,083	87,083	1,065,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.50	178,125	158,125	158,125	158,125	158,125	158,125	158,125	158,125	158,125	158,125	158,125	158,125	1,917,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		14,194	14,194	14,194	14,194	14,194	14,194	14,194	14,194	14,194	14,194	14,194	14,194	170,325
Fringe / Employee Benefits		18,925	18,925	18,925	18,925	18,925	18,925	18,925	18,925	18,925	18,925	18,925	18,925	227,100
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		33,119	33,119	33,119	33,119	33,119	33,119	33,119	33,119	33,119	33,119	33,119	33,119	397,425
TOTAL PERSONNEL SERVICE COSTS	24.50	211,244	191,244	191,244	191,244	191,244	191,244	191,244	191,244	191,244	191,244	191,244	191,244	2,314,925
CONTRACTED SERVICES														
Accounting / Audit		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Legal		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	273	273	273	273	273	273	273	273	273	273	273	3,000
Payroll Services		408	408	408	408	408	408	408	408	408	408	408	408	4,900
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	6,667	-	-	-	-	-	-	6,667	-	-	6,667	20,000
Other Purchased / Professional / Consulting		8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
TOTAL CONTRACTED SERVICES		20,408	27,348	20,681	20,681	20,681	20,681	20,681	20,681	27,348	20,681	20,681	27,348	267,900

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

LAMAD ACADEMY CHARTER SCHOOL 2
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Total Revenue	**543,960**	**543,960**	**-**	**543,960**	**111,340**	**543,960**	**161,897**	**543,960**	**129,897**	**555,882**	**129,897**	**123,170**	**3,931,883**
Total Expenses	**314,515**	**277,854**	**272,662**	**234,662**	**234,662**	**234,662**	**234,662**	**248,745**	**255,412**	**248,745**	**234,662**	**270,820**	**3,062,063**
Net Income	**229,446**	**266,106**	**(272,662)**	**309,298**	**(123,322)**	**309,298**	**(72,765)**	**295,215**	**(125,515)**	**307,137**	**(104,765)**	**(147,650)**	**869,820**
Cash Flow Adjustments	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**9,400**
Beginning Cash Balance	**-**	**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**-**
Ending Cash Balance	**230,229**	**497,118**	**225,240**	**535,321**	**412,783**	**722,864**	**650,882**	**946,881**	**822,149**	**1,130,069**	**1,026,087**	**879,220**	**879,220**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials	7,000	7,000	7,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	30,000
Special Ed Supplies & Materials	1,167	1,167	1,167	167	167	167	167	167	167	167	167	167	5,000
Textbooks / Workbooks	8,750	8,750	8,750	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	37,500
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	23,500	23,500	-	-	-	-	-	-	-	-	-	47,000
Telephone	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Technology	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Student Testing & Assessment	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Field Trips	-	-	375	375	375	375	375	375	375	375	375	375	3,750
Transportation (student)	-	-	525	525	525	525	525	525	525	525	525	525	5,250
Student Services - other	-	-	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	22,500
Office Expense	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Staff Development	4,492	4,492	-	-	-	-	-	-	-	-	-	4,492	13,475
Staff Recruitment	-	-	-	-	-	-	-	4,083	4,083	4,083	-	-	12,250
Student Recruitment / Marketing	-	-	-	-	-	-	-	10,000	10,000	10,000	-	-	30,000
School Meals / Lunch	-	-	1,316	1,316	1,316	1,316	1,316	1,316	1,316	1,316	1,316	1,316	13,163
Travel (Staff)	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	988	988	988	988	988	988	988	988	988	988	988	988	11,850
TOTAL SCHOOL OPERATIONS	33,313	56,813	58,287	20,287	20,287	20,287	20,287	34,370	34,370	34,370	20,287	24,779	377,738
FACILITY OPERATION & MAINTENANCE													
Insurance	47,100	-	-	-	-	-	-	-	-	-	-	-	47,100
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	48,767	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	67,100
DEPRECIATION & AMORTIZATION	783	783	783	783	783	783	783	783	783	783	783	783	9,400
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**314,515**	**277,854**	**272,662**	**234,662**	**234,662**	**234,662**	**234,662**	**248,745**	**255,412**	**248,745**	**234,662**	**270,820**	3,062,063
NET INCOME	**229,446**	**266,106**	**(272,662)**	**309,298**	**(123,322)**	**309,298**	**(72,765)**	**295,215**	**(125,515)**	**307,137**	**(104,765)**	**(147,650)**	**869,820**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	783	783	783	783	783	783	783	783	783	783	783	783	9,400
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	783	783	783	783	783	783	783	783	783	783	783	783	9,400
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**783**	**9,400**
NET INCOME	**230,229**	**266,889**	**(271,879)**	**310,082**	**(122,539)**	**310,082**	**(71,982)**	**295,998**	**(124,732)**	**307,920**	**(103,982)**	**(146,867)**	**879,220**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	LAMAD ACADEMY CHARTER SCHOOL 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	543,960	543,960	-	543,960	111,340	543,960	161,897	543,960	129,897	555,882	129,897	123,170	3,931,883
Total Expenses	314,515	277,854	272,662	234,662	234,662	234,662	234,662	248,745	255,412	248,745	234,662	270,820	3,062,063
Net Income	229,446	266,106	(272,662)	309,298	(123,322)	309,298	(72,765)	295,215	(125,515)	307,137	(104,765)	(147,650)	869,820
Cash Flow Adjustments	783	783	783	783	783	783	783	783	783	783	783	783	9,400
Beginning Cash Balance	-	230,229	497,118	225,240	535,321	412,783	722,864	650,882	946,881	822,149	1,130,069	1,026,087	-
Ending Cash Balance	230,229	497,118	225,240	535,321	412,783	722,864	650,882	946,881	822,149	1,130,069	1,026,087	879,220	879,220
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	230,229	497,118	225,240	535,321	412,783	722,864	650,882	946,881	822,149	1,130,069	1,026,087	-
ENDING CASH BALANCE	230,229	497,118	225,240	535,321	412,783	722,864	650,882	946,881	822,149	1,130,069	1,026,087	879,220	879,220

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LIBERTAD ACADEMY CHARTER SCHOOL 2	DESCRIPTION OF ASSUMPTIONS
NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30	*NOTE: State assumptions that are being made in the various grey-text below.*

Total Revenue	**3,931 883**	**5,556,841**	**6,728,812**	**8,411,027**	**9,095,242**	
Total Expenses	**3,052 063**	**4,855,841**	**5,563,796**	**6,852,867**	**7,990,067**	
Net Income (Before Cash Flow Adjustments)	**879 820**	**1,163,016**	**1,164,837**	**1,558,560**	**1,705,175**	
Budgeted Student Enrollment	**150**	**225**	**300**	**375**	**450**	

	Basic Tuition (2025-26)	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
REVENUE			Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	no increase reflected to remain conservative
Per Pupil Revenue							
PRIMARY School District: New York City Department of Education	18 580	2 791 000	4 136 500	5 522 000	6 877 500	8 253 000	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg)	18 580	2 791 000	4 136 500	5 522 000	6 877 500	8 253 000	
Special Education Revenue		512 761	769 141	1 025 522	1 281 902	1 538 282	Assumes 21% of total population is SPED with 10% being 20-60% category and 90% at >60% category. Currently reflects the current standard calculation/allocations.
NYC Dual Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
OYCD (Department of Youth and Community Developm.)		-	-	-	-	-	
Charter		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3 263 761	4 895 641	6 527 522	8 159 402	$ 91 262	
REVENUE FROM FEDERAL FUNDING							
School Food Service Trends		32 000	47 250	63 000	78 750	96 500	Assumes -20% of the SPED population
Title I		12 500	8 750	105 000	131 250	157 500	Assumes 70% FRPL $500 per FRPL student
Title Funding - Other		2 200	6 300	8 400	0 500	12 600	Assumes 70% FRPL $40 per FRPL student
School Food Services (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		500 000	5 0 225	-	-	-	250K for start-up 500K for year 2. and 500K for year 3
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES		588 700	662 525	176 400	210 500	266 600	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
State Reimbursement		47 500	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		11 922	8 675	23 500	81 125	37 350	Assumes $80 per student
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		79 422	8 675	23 500	81 125	37 350	
TOTAL REVENUE		**3,931 883**	**5,556,841**	**6,728,812**	**8,411,027**	**10,095,242**	

	Year 1 No. of Positions						
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							**NOTE:** *For all 5-Years of FTE/Staffing data I please see the Staffing- tab of this fi le.*
Executive Management	1.00	197 500	167 625	358 056	368 799	379 863	Shared Staff: Executive Director, COO and Superintendent
Instructional Management	1.00	150 000	154 500	309 135	3 8 309	327 961	Principal (1 FTE yrs 1-5) Asst. Principal 1 FTE starting year 3
Dean of Students / Counselors	1.00	103 000	103 000	106 090	109 273	112 551	Dyad Coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	85 000	87 550	90 177	92 882	95 668	Dir of Operations
Administrative Staff	3.00	160 000	165 000	282 962	196 691	202 592	Admin Assistant -recruitment and a parent coordinator
TOTAL ADMINISTRATIVE STAFF	7.00	852 500	878 355	1 046 417	1 086 050	1 1 8 4 3 5	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - General	6.00	450 000	688 500	550 155	1 167 160	1 667 755	
Teachers - SPED	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6.00	270 000	415 330	560 893	712 926	868 677	
Specialty Teachers	6.00	260 000	267 800	330 834	6 0 0 9	693 541	STEAM Specialist (1 FTE yrs 1-5) Reading Specialist (1 FTE yrs 1-5) and Arts
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	85 000	87 550	175 177	180 432	85 845	Social Worker (1 FTE yrs 1-2 .2 FTEs starting year 3)
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	17.00	1 065 000	1 458 980	2 016 609	2 065 978	2 995 818	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	services provided by DOE
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON- INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	25.50	1 917 500	2 335 335	3 063 026	3 152 028	4 1 1 8 2 8 5	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		172 575	2 0 152	275 857	322 383	370 305	9% of total salaries
Fringe / Employee Benefits		227 100	320 553	396 460	469 664	531 950	12% of total salaries
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		397 675	513 706	672 317	788 046	901 166	
TOTAL PERSONNEL SERVICE COSTS	25.50	2 315 925	2 848 731	3 735 342	4 0 0 0 74	5 019 479	
CONTRACTED SERVICES							
Accounting / Audit		135 000	139 050	155 000	165 000	175 000	10K annual increase
Legal		5 000	7 000	9 000	11 000	13 000	2K annual increase
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	The school w/ I apply for/request that the NYC DOE provide a nurse services to the school at no cost.
Food Service / School Lunch		2 000	6 500	9 000	7 500	9 000	Snacks and fees for students @ full rate
Payroll Services		6 900	6 100	7 600	9 800	10 700	$200 per staff
Special Ed Services		-	-	-	-	-	
Titleevent Services (i.e. Title I)		20 000	20 000	20 000	20 000	20 000	Title Annual Reporting and CSP application services
Other Purchased / Professional / Consulting		100 000	454 000	480 895	508 595	537 1 4	Includes: Data/Assessment services Curriculum Services Coaching Supervisor Program services
TOTAL CONTRACTED SERVICES		267 900	6 4 655	679 795	721 395	764 8 4	
SCHOOL OPERATIONS							
Board Expenses		5 000	5 150	5 305	5 464	5 628	meeting supp ies and training
Classroom / Teaching Supplies & Materials		0 000	06 950	63 809	77 293	90 786	$200 per student and 3% COLA increase annual ly
Special Ed Supplies & Materials		5 000	06 950	61 803	77 293	92 786	$200 per student and 3% COLA increase annual ly
Textbooks / Workbooks		87 500	97 938	77 356	96 563	115 875	$250 per student and 3% COLA increase annual ly
Supplies & Materials other							
Equipment / Furniture		47 000	27 000	27 000	27 000	27 000	8K per classroom/PK Admin yr 1; yrs 2-5 includes 8K per additional classroom plus 5K for annual admin. expenses.
Telephone		15 000	20 000	25 000	0 000	35 000	5K annual increase due to staff and enrollment increase.
Technology		100 000	87 500	1 0 000	152 500	155 000	Tech costs to start school w/ I be roughly $80-100/ of which 75% w ll be ERATE-able (90%). Items included in this expense are laptops software licenses desktops Smart Boards servers wiring infrastructure installation and annual maintenance Year 1 includes $50k for one-time expenses. Years 2 - 5 based on $500 per new student plus 50k for annual admin. expenses.
Student Testing & Assessment		15 000	23 175	0 900	8 625	46 991	$ 00 per student and 5% COLA increase annual ly
Field Trips		8 750	23 175	0 900	8 625	46 992	$ 00 per student and 5% COLA increase annual ly
Transportation (student)		5 250	185 825	215 100	276 975	333 990	Est. $700 per student
Student Services - other		22 500	33 750	45 000	56 250	67 500	$150 per student (student events and uniforms)
Office Expense		0 000	11 000	12 000	0 000	15 000	2K incremental increase annually yr 2-5
Staff Development		13 675	0 500	39 500	69 500	53 500	Based on Staff - $1 000 per staff member (includes conferences workshops professional dues, etc.).
Staff Recruitment		12 250	1 500	2 250	3 000	3 750	$250 per new staff until fully staffed then 6 thereafter
Student Recruitment / Marketing		0 000	45 000	60 000	5 000	90 000	$200 per student
School Meals / Lunch		11 563	19 742	26 625	42 906	59 906	Assumed 5% 50% navigator for FRPL for 180 days
Travel (Staff)		1 000	1 000	1 061	1 093	1 126	3% COLA increase annually
Fundraising		-	-	-	-	-	
Other		11 850	8 000	25 120	32 870	40 852	Subscriptions, Misc. Fees, Dues etc.
TOTAL SCHOOL OPERATIONS		377 788	664 395	863 569	1 082 772	1 256 477	
FACILITY OPERATION & MAINTENANCE							
Insurance		47 100	76 964	109 875	148 691	192 297	Increase based on current costs changes in student enrollment plus 8% increase per year
Janitorial		-	-	-	-	-	Intention to work with DOE to find co-located space
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	Intention to work with DOE to find co-located space
Repairs & Maintenance		20 000	20 000	20 000	20 000	20 000	Est misc repairs
Equipment / Furniture		-	-	-	-	-	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		67 100	96 964	129 8 8	168 691	212 297	
DEPRECIATION & AMORTIZATION		8 400	22 900	27 400	31 900	36 400	1/5th cost of furniture/equipment
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25 000	125 000	125 000	100 000	00 000	Year 1 2 and 3 - $25 000 each year total $75 000 kept in corporate escrow account. Additional 100K contingency starting yr 2.
TOTAL EXPENSES		**3,052 063**	**4,855,841**	**5,563,796**	**6,852,867**	**7,990,067**	
NET INCOME		**879 820**	**1,163,016**	**1,164,837**	**1,558,560**	**2,705,175**	

ENROLLMENT - "School Districts Are Linked To Above Entries"						
PRIMARY School District: New York City Department of Education	150	225	300	375	450	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**150**	**225**	**300**	**375**	**450**	
REVENUE PER PUPIL	**26 213**	**24,697**	**22,429**	**22,429**	**22,429**	
EXPENSES PER PUPIL	**20,414**	**19,538**	**18,548**	**17,857**	**9,422**	

CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	9 400	22 900	27 400	31 900	6 400	
Other	-	-	-	-	-	
Total Operating Activities	9 400	22 900	27 400	31 900	6 400	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	27 000	27 000	27 000	27 000	
Other	-	-	-	-	-	
Total Investment Activities	-	27 000	27 000	27 000	27 000	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**9,400**	**49,900**	**54,400**	**58,900**	**33,400**	
NET INCOME	**879 220**	**1,212,916**	**1,218,437**	**2,217,460**	**2,738,575**	
Beginning Cash Balance	-	879 220	2 092 135	3 310 568	5 528 028	
END 'DO CASH BALANCE	**879 220**	**2,092 135**	**3,310,568**	**5,528,028**	**8,266,604**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	150	18,340	2,751,000	624,183	3,375,183	22,300,000,000	0.015%
Year 2 (2026-27)	225	18,340	4,126,500	835,066	4,961,566	22,300,000,000	0.022%
Year 3 (2027-28)	300	18,340	5,502,000	1,113,422	6,615,422	22,300,000,000	0.030%
Year 4 (2028-29)	375	18,340	6,877,500	1,391,777	8,269,277	22,300,000,000	0.037%
Year 5 (2029-30)	450	18,340	8,253,000	1,670,132	9,923,132	22,300,000,000	0.044%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

Lamad Arverne Academy Charter School
R-23f – Letters of Commitment

Response 23 f - Letters of Commitment

> *Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.*

At this time, LAACS has not received a commitment for any private, grant or philanthropic funding. We will update SUNY if this situation changes.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otsel	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Lamad Academy Charter Schools 1 & 2

Contact Name:	Rev. Alfred Cockfield
Contact Title:	Executive Director
Contact Email:	al@lamadacademy.org
Contact Phone:	[redacted]

First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School	75	75	75	75	75	
1st Grade	Elementary School	75	75	75	75	75	
2nd Grade	Elementary School		75	75	75	75	
3rd Grade	Elementary School			75	75	75	
4th Grade	Elementary School				75	75	
5th Grade	*Elementary School*					75	
6th Grade	Middle School	100	100	100	100	100	
7th Grade	Middle School	100	100	100	100	100	
8th Grade	Middle School	100	100	100	100	100	
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		450	525	600	675	750	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School		3	3	3	3
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary School					3
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	4	4	4	4	4
8th Grade	Middle School	4	4	4	4	4
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		18	21	24	27	30

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	150	225	300	375	450
Total Middle School Enrollment	300	300	300	300	300
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**450**	**525**	**600**	**675**	**750**
Change in Net Enrollment from Prior Year (Count)	450	75	75	75	75
Change in Net Enrollment from Prior Year (Percent)	100.0%	16.7%	14.3%	12.5%	11.1%
Anticipated rate of attrition (Percent)	10.0%	10.0%	10.0%	10.0%	10.0%

ADDITIONAL NOTES/COMMENTS
School will backfill in the 6th grade and establish a waitlist from which to draw from should it be needed.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	450	525	600	675	750
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	New York City Department of Education	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000
ENROLLMENT (*Charter School*)		450	525	600	675	750
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding				

SECONDARY SENDING SCHOOL DISTRICT *Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1, 6-8	K-2, 6-8	K-3, 6-8	K-4, 6-8	K-8
	Enrollment	450	525	600	675	750

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	3.0	3.0	3.0	3.0	3.0
Instructional Management	2.0	2.0	3.0	3.0	3.0
Deans, Directors & Coordinators	5.0	5.0	5.0	5.0	5.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	2.0	2.0	2.0	2.0
Administrative Staff	6.0	6.0	6.0	6.0	6.0
TOTAL ADMINISTRATIVE STAFF	18.0	18.0	19.0	19.0	19.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	18.0	21.0	24.0	27.0	30.0
Teachers - SPED	3.0	3.0	3.0	3.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	8.0	11.0	14.0	17.0	20.0
Specialty Teachers	9.5	9.5	10.5	11.5	12.5
Aides	3.5	3.5	3.5	3.5	3.5
Therapists & Counselors	3.0	3.0	4.0	4.0	4.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	45.0	51.0	59.0	66.0	73.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	63.0	69.0	78.0	85.0	92.0

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1, 6-8	K-2, 6-8	K-3, 6-8	K-4, 6-8	K-8
	Enrollment	450.00	525.00	600.00	675.00	750.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 225,000	$ 675,000	$ 695,250	$ 716,108	$ 737,591	$ 759,718
Instructional Management	$ 150,000	$ 300,000	$ 309,000	$ 468,270	$ 482,318	$ 496,788
Deans, Directors & Coordinators	$ 100,000	$ 500,000	$ 515,000	$ 530,450	$ 546,364	$ 562,754
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 85,000	$ 170,000	$ 175,100	$ 180,353	$ 185,764	$ 191,336
Administrative Staff	$ 60,000	$ 360,000	$ 370,800	$ 381,924	$ 393,382	$ 405,183
TOTAL ADMINISTRATIVE STAFF		$ 2,005,000	$ 2,065,150	$ 2,277,105	$ 2,345,418	$ 2,415,780
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 75,000	$ 1,350,000	$ 1,615,500	$ 1,888,965	$ 2,170,634	$ 2,460,753
Teachers - SPED	$ 75,000	$ 225,000	$ 231,750	$ 238,703	$ 245,864	$ 253,239
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 45,000	$ 360,000	$ 505,800	$ 655,974	$ 810,653	$ 969,973
Specialty Teachers	$ 65,000	$ 617,500	$ 636,025	$ 720,106	$ 806,709	$ 895,910
Aides	$ 41,000	$ 143,500	$ 147,805	$ 152,239	$ 156,806	$ 161,511
Therapists & Counselors	$ 85,000	$ 255,000	$ 262,650	$ 355,530	$ 366,195	$ 377,181
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 2,951,000	$ 3,399,530	$ 4,011,516	$ 4,556,861	$ 5,118,567
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL SERVICE WAGES		$ 4,956,000	$ 5,464,680	$ 6,288,620	$ 6,902,279	$ 7,534,347

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Shared Staff: Executive Director, COO, and Superintendant
Principals and Asst. Principal (ES only, starting year 3)
SpEd Coordinators, Science Coach, Dean of Culture, Arts Dept Head
Dir of Operations
Admin. Assistant, Orrice Manager, Operations Manger, Receptionist, and a Parent Coordinator

STEAM Specialist, Reading Specialist, P.E., Spanish, and Arts
Social Worker and Guidance Counselor (1 FTE in MS only)

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
Shared Staff: Executive Director, COO, and Superintendant
Principals and Asst. Principal (ES only, starting year 3)
SpEd Coordinators, Science Coach, Dean of Culture, Arts Dept Head
Dir of Operations
Admin. Assistant, Orrice Manager, Operations Manger, Receptionist, and a Parent Coordinator

STEAM Specialist, Reading Specialist, P.E., Spanish, and Arts
Social Worker and Guidance Counselor (1 FTE in MS only)

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	239,775
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**239,775**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**239,775**

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	0.50	75,000
Deans, Directors & Coordinators	0.50	42,500
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	**1.00**	117,500
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	**117,500**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		10,575
Fringe / Employee Benefits		14,100
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		**24,675**
TOTAL PERSONNEL SERVICE COSTS	**1.00**	**142,175**
CONTRACTED SERVICES		
Accounting / Audit		5,000
Legal		5,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		7,000

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
TOTAL CONTRACTED SERVICES	**17,000**

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Y*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**239,775**
Total Expenses	**239,775**
Net Income	**-**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	3,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	11,600
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,500
Staff Development	-
Staff Recruitment	30,000
Student Recruitment / Marketing	30,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**76,100**
FACILITY OPERATION & MAINTENANCE	
Insurance	4,500
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**4,500**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**239,775**
NET INCOME	**-**

LAMAD ACADEMY CHARTER SC

PROJECTED BUDGET / OPERATING PLAN FERIOD

July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*

The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developmt.)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation		240K for start-up, 500K for year 1, and 510K for year 2
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

LAMAD ACADEMY CHARTER SC
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	0.50	
Deans, Directors & Coordinators	0.50	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	**1.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9% of total salaries
Fringe / Employee Benefits		12% of total salaries
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**1.00**	
CONTRACTED SERVICES		
Accounting / Audit		Initial Audit Statements, CSP Audit, and 990 filing
Legal		501c3 and other filings
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		E-Rate, School Consulting Design

LAMAD ACADEMY CHARTER SC PROJECTED BUDGET / OPERATING PLAN FERIOD July 1, 2024 - June 30,	
***NOTE:** Please enter financial data on "6) Year."* *The pre-opening budget will be for a 1-Year Period as school Information.*	
	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
TOTAL CONTRACTED SERVICES	

LAMAD ACADEMY CHARTER SC

PROJECTED BUDGET / OPERATING PLAN FERIOD

July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) Year."*

The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
SCHOOL OPERATIONS	
Board Expenses	Board training and development
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	Cell phones and internet
Technology	computers, software, and website design
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Supplies, postage, printing
Staff Development	
Staff Recruitment	Job fairs and postings
Student Recruitment / Marketing	Student mailings and marketing supplies
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Directors & Officers
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	79,925	-	-	-	79,925	-	-	-	79,925	-	-	-	239,775
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	79,925	-	-	-	79,925	-	-	-	79,925	-	-	-	239,775
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
Deans, Directors & Coordinators	0.50	-	-	-	-	-	-	7,083	7,083	7,083	7,083	7,083	7,083	42,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	-	-	-	-	-	-	19,583	19,583	19,583	19,583	19,583	19,583	117,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	19,583	19,583	19,583	19,583	19,583	19,583	117,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,763	1,763	1,763	1,763	1,763	1,763	10,575
Fringe / Employee Benefits		-	-	-	-	-	-	2,350	2,350	2,350	2,350	2,350	2,350	14,100
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	4,113	4,113	4,113	4,113	4,113	4,113	24,675
TOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	23,696	23,696	23,696	23,696	23,696	23,696	142,175
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Legal		-	-	-	-	-	-	-	-	-	-	5,000	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	1,000	6,000	7,000
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	6,000	11,000	17,000

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	3,000	-	3,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	1,600	10,000	-	-	-	-	-	-	-	-	-	11,600
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	30,000
Student Recruitment / Marketing	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	30,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	125	1,725	10,125	125	125	125	12,125	12,125	12,125	12,125	15,125	125	76,100
FACILITY OPERATION & MAINTENANCE													
Insurance	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	239,775
NET INCOME	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**

PRE-OPENING CASH FLOW 1-YEAR	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**79,925**	**-**	**-**	**-**	**239,775**
Total Expenses	**4,625**	**1,725**	**10,125**	**125**	**125**	**125**	**35,821**	**35,821**	**35,821**	**35,821**	**44,821**	**34,821**	**239,775**
Net Income	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
Net Income	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**75,300**	**(1,725)**	**(10,125)**	**(125)**	**79,800**	**(125)**	**(35,821)**	**(35,821)**	**44,104**	**(35,821)**	**(44,821)**	**(34,821)**	**-**
Beginning Cash Balance	**-**	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**
ENDING CASH BALANCE	**75,300**	**73,575**	**63,450**	**63,325**	**143,125**	**143,000**	**107,179**	**71,358**	**115,463**	**79,642**	**34,821**	**-**	**-**

YEAR 1 BUDGET AND ASSUMPTION			LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue			**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses			**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income			**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment			**450**	**-**				**450**
			PROGRAM SERVICES			**SUPPORT SERVICES**		
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	8,253,000					8,253,000
Other District 1:		-	-					-
Other District 2:		-	-					-
Other District 3:		-	-					-
Other District 4:		-	-					-
Other District 5:		-	-					-
Other District 6:		-	-					-
Other District 7:		-	-					-
Other District 8:		-	-					-
Other District 9:		-	-					-
Other District 10:		-	-					-
Other District 11:		-	-					-
Other District 12:		-	-					-
Other District 13:		-	-					-
Other District 14:		-	-					-
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	8,253,000					8,253,000
Special Education Revenue				1,538,282				1,538,282
NYC DoE Rental Assistance			-	-	-	-	-	-
Grants								
Stimulus			-	-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			8,253,000	1,538,282	-	-	-	9,791,282
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	95,000	-			95,000
Title I			124,425	33,075				157,500
Title Funding - Other			9,000	3,600	-			12,600
School Food Service (Free Lunch)			-					-
Grants								
Charter School Program (CSP) Planning & Implementation			500,000	-	-	-	-	500,000
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			633,425	131,675	-	-	-	765,100
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	-
Fundraising			-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment	**450**	**-**				**450**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
Erate Reimbursement	47,993	12,758	-	-	6,750	67,500
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	28,255	7,511	-	-	-	35,766
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	76,248	20,268	-	-	6,750	103,266
TOTAL REVENUE	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**

YEAR 1 BUDGET AND ASSUMPTION		LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue		**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses		**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income		**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment		**450**	**-**				**450**
		PROGRAM SERVICES			**SUPPORT SERVICES**		
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions						
Executive Management	3.00	506,250	101,250	-	-	67,500	675,000
Instructional Management	2.00	225,000	45,000	-	-	30,000	300,000
Deans, Directors & Coordinators	5.00	375,000	75,000	-	-	50,000	500,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	2.00	-	-	-	170,000	-	170,000
Administrative Staff	6.00	-	-	-	360,000	-	360,000
TOTAL ADMINISTRATIVE STAFF	18.00	1,106,250	221,250	-	530,000	147,500	2,005,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	18.00	1,066,500	283,500	-	-	-	1,350,000
Teachers - SPED	3.00	-	225,000	-	-	-	225,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	8.00	284,400	75,600	-	-	-	360,000
Specialty Teachers	9.50	487,825	129,675	-	-	-	617,500
Aides	3.50	113,365	30,135	-	-	-	143,500
Therapists & Counselors	3.00	201,450	53,550	-	-	-	255,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	45.00	2,153,540	797,460	-	-	-	2,951,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	63.00	3,259,790.00	1,018,710	-	530,000	147,500	4,956,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		293,381	91,684	-	47,700	-	432,765
Fringe / Employee Benefits		391,175	122,245	-	63,600	-	577,020
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		684,556	213,929	-	111,300	-	1,009,785
TOTAL PERSONNEL SERVICE COSTS	63.00	3,944,346	1,232,639	-	641,300	147,500	5,965,785
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	242,120	242,120
Legal		-	-	-	-	6,000	6,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		2,370	630	-	-	-	3,000
Payroll Services		-	-	-	-	37,304	37,304

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment	**450**	**-**				**450**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	15,800	4,200	-	-	-	20,000
Other Purchased / Professional / Consulting	319,286	84,873	-	-	-	404,159
TOTAL CONTRACTED SERVICES	337,456	89,703	-	-	285,424	712,583

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment	**450**	**-**				**450**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials	65,960	-	-	-	-	65,960
Special Ed Supplies & Materials	-	5,000	-	-	-	5,000
Textbooks / Workbooks	63,500	-	-	-	-	63,500
Supplies & Materials other	30,000	-	-	-	-	30,000
Equipment / Furniture	48,059	12,775	-	-	5,000	65,834
Telephone	18,281	4,860	-	-	2,571	25,712
Technology	120,752	32,099	-	-	16,983	169,834
Student Testing & Assessment	23,700	6,300	-	-	-	30,000
Field Trips	6,913	1,838	-	-	-	8,750
Transportation (student)	114,748	30,503	-		-	145,250
Student Services - other	34,275	9,111	-	-	-	43,386
Office Expense	-	-	-	-	46,050	46,050
Staff Development	18,369	4,883	-	-	2,584	25,835
Staff Recruitment	-	-	-	-	62,250	62,250
Student Recruitment / Marketing	80,000	-	-	-	-	80,000
School Meals / Lunch	17,283	-	-	-	-	17,283
Travel (Staff)	7,821	2,079	-	-	1,100	11,000
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	37,755	37,755
TOTAL SCHOOL OPERATIONS	649,660	109,446	-	-	179,293	938,399
FACILITY OPERATION & MAINTENANCE						
Insurance	79,273	21,073	-	-	11,150	111,495
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	25,000	25,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	79,273	21,073	-	-	36,150	136,495
DEPRECIATION & AMORTIZATION	179,827	47,802	-	-	25,292	252,921

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment	**450**	**-**				**450**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
NET INCOME	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026					
Total Revenue	**8,962,673**	**1,690,226**	**-**	**-**	**6,750**	**10,659,648**
Total Expenses	**5,190,561**	**1,500,663**	**-**	**641,300**	**698,659**	**8,031,183**
Net Income	**3,772,112**	**189,562**	**-**	**(641,300)**	**(691,909)**	**2,628,465**
Budgeted Student Enrollment	**450**	**-**				**450**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	450					450
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	**450**					**450**
REVENUE PER PUPIL	**19,917**					**23,688**
EXPENSES PER PUPIL	**11,535**					**17,847**

YEAR 1 BUDGET AND ASSUMPTION				DESCRIPTION OF ASSUMPTIONS
				***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue				
Total Expenses				
Net Income				
Budgeted Student Enrollment				
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue			Basic Tuition (2023-24)	
PRIMARY School District:	New York City Department of Education		18,340	
Other District 1:			-	
Other District 2:			-	
Other District 3:			-	
Other District 4:			-	
Other District 5:			-	
Other District 6:			-	
Other District 7:			-	
Other District 8:			-	
Other District 9:			-	
Other District 10:			-	
Other District 11:			-	
Other District 12:			-	
Other District 13:			-	
Other District 14:			-	
Other School Districts' Revenue:		(Weighted Avg.)	-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	18,340	
Special Education Revenue				Assumes 21% of total population is SPED, with 32% being 20-60% category and 68% at >60% category
NYC DoE Rental Assistance				
Grants				
Stimulus				
DYCD (Department of Youth and Community Development)				
Other				
Other				
TOTAL REVENUE FROM STATE SOURCES				
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs				Assumes 100% of the SPED population
Title I				Assumes 70% of population is FRPL
Title Funding - Other				Assumes 70% of population is FRPL
School Food Service (Free Lunch)				
Grants				
Charter School Program (CSP) Planning & Implementation				240K for start-up, 500K for year 1, and 510K for year 2 (ES only)
Other				
Other				
TOTAL REVENUE FROM FEDERAL SOURCES				
LOCAL and OTHER REVENUE				
Contributions and Donations				
Fundraising				

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
Erate Reimbursement	ERATE assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology (line 126 below) reimbursed at 90%. (ES only)
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	Assumes $79.48 per student
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

YEAR 1 BUDGET AND ASSUMPTION		DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		
Total Expenses		
Net Income		
Budgeted Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions	
Executive Management	3.00	75% GenEd / 15% SpEd /10% M&G
Instructional Management	2.00	75% GenEd / 15% SpEd /10% M&G
Deans, Directors & Coordinators	5.00	75% GenEd / 15% SpEd /10% M&G
CFO / Director of Finance	-	
Operation / Business Manager	2.00	100% M&G
Administrative Staff	6.00	100% M&G
TOTAL ADMINISTRATIVE STAFF	18.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	18.00	Shared Staff: Executive Director, COO, and Superintendant
Teachers - SPED	3.00	
Substitute Teachers	-	
Teaching Assistants	8.00	
Specialty Teachers	9.50	STEAM Specialist (1 FTE yrs 1-5), Reading Specialist (1 FTE yrs 1-5), and Arts
Aides	3.50	
Therapists & Counselors	3.00	Social Worker
Other	-	
TOTAL INSTRUCTIONAL	45.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	provided by DOE
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	63.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9% of total salaries
Fringe / Employee Benefits		12% of total salaries
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	63.00	
CONTRACTED SERVICES		
Accounting / Audit		Full outsource finance and audit
Legal		
Management Company Fee		
Nurse Services		The school will apply for/request that the NYC DOE provide a nurse services to the school at no cost.
Food Service / School Lunch		Snacks and fees for students @ full rate
Payroll Services		

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
Special Ed Services	
Titlement Services (i.e. Title I)	Title, Annual Reporting and CSP application services
Other Purchased / Professional / Consulting	Includes Data/Assessment services, Curriculum Services, Coaching, Summer Program services
TOTAL CONTRACTED SERVICES	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
SCHOOL OPERATIONS	
Board Expenses	2K for meeting supplies and 3K training
Classroom / Teaching Supplies & Materials	Year 1 - $200 per student (ES only)
Special Ed Supplies & Materials	Year 1 - $200 per student (ES only)
Textbooks / Workbooks	Year 1 - $250 per Student - Includes bulk purchases of workbooks and instructional material. (ES only)
Supplies & Materials other	Summer School (MS only)
Equipment / Furniture	8K per classroom/5K Admin yr 1; yrs 2-5 includes 8K per additional classroom plus 3K for replacements/new staff furniture (ES only)
Telephone	
Technology	Tech costs to start school will be roughly $80,000, of which 75% will be ERATE-able (90%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. Year 1 also includes 20K student database and student technology expenses. Years 2 - 5 based on $500 per new student, $300 per existing student plus $5k for annual admin. expenses. (ES only)
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	Based on Staff - $500 per staff member (includes conferences, workshops, professional texts, etc.).
Staff Recruitment	100% M&G
Student Recruitment / Marketing	$200 per student
School Meals / Lunch	$1.50/student for 30% ineligible for FRPL for 195 days
Travel (Staff)	90% Prog Services/10% Mgmt split
Fundraising	
Other	Subscriptions, Misc. Fees, Dues, etc.
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	90% Prog Svcs/10% Mgmt Split
Janitorial	Intention to work with DOE to find co-located space
Building and Land Rent / Lease / Facility Finance Interest	Intention to work with DOE to find co-located space
Repairs & Maintenance	painting
Equipment / Furniture	see line 125 above
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	1/5th cost of new furniture/equipment (ES) plus annual expense for MS

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	Year 1, 2, and 3 - $25,000 each year, total $75,000 kept in separate escrow account. Additional 100K contingency starting yr 2. (ES only)
TOTAL EXPENSES	
NET INCOME	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
ENROLLMENT - *School Districts Are Linked To Above Entries*	
PRIMARY School District: New York City Department of Education	
Other District 1:	
Other District 2:	
Other District 3:	
Other District 4:	
Other District 5:	
Other District 6:	
Other District 7:	
Other District 8:	
Other District 9:	
Other District 10:	
Other District 11:	
Other District 12:	
Other District 13:	
Other District 14:	
All Other School Districts	
TOTAL ENROLLMENT	
REVENUE PER PUPIL	
EXPENSES PER PUPIL	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue			**1,631,880**	**1,631,880**	**-**	**1,631,880**	**134,020**	**1,631,880**	**251,357**	**1,631,880**	**156,357**	**1,667,646**	**156,357**	**134,510**	**10,659,648**
Total Expenses			**779,201**	**687,562**	**696,751**	**630,942**	**630,942**	**630,942**	**630,942**	**678,358**	**685,025**	**678,358**	**630,942**	**671,220**	**8,031,183**
Net Income			**852,680**	**944,318**	**(696,751)**	**1,000,939**	**(496,922)**	**1,000,939**	**(379,585)**	**953,522**	**(528,668)**	**989,288**	**(474,585)**	**(536,710)**	**2,628,465**
Cash Flow Adjustments			**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**252,921**
Beginning Cash Balance			**-**	**873,756**	**1,839,152**	**1,163,478**	**2,185,493**	**1,709,648**	**2,731,664**	**2,373,156**	**3,347,754**	**2,840,163**	**3,850,528**	**3,397,020**	**-**
Ending Cash Balance			**873,756**	**1,839,152**	**1,163,478**	**2,185,493**	**1,709,648**	**2,731,664**	**2,373,156**	**3,347,754**	**2,840,163**	**3,850,528**	**3,397,020**	**2,881,386**	**2,881,386**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2023-24)													
PRIMARY School District:	New York City Department of Education	18,340	1,375,500	1,375,500	-	1,375,500	-	1,375,500	-	1,375,500	-	1,375,500	-	-	8,253,000
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,375,500	1,375,500	-	1,375,500	-	1,375,500	-	1,375,500	-	1,375,500	-	-	8,253,000
Special Education Revenue			256,380	256,380	-	256,380	-	256,380	-	256,380	-	256,380	-	-	1,538,282
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,631,880	1,631,880	-	1,631,880	-	1,631,880	-	1,631,880	-	1,631,880	-	-	9,791,282
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	95,000	-	-	-	-	-	95,000
Title I			-	-	-	-	31,500	-	36,750	-	36,750	-	36,750	15,750	157,500
Title Funding - Other			-	-	-	-	2,520	-	2,940	-	2,940	-	2,940	1,260	12,600
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	100,000	-	116,667	-	116,667	-	116,667	50,000	500,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	-	-	134,020	-	251,357	-	156,357	-	156,357	67,010	765,100
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	67,500	67,500
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	35,766	-	-	35,766
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	35,766	-	67,500	103,266
TOTAL REVENUE			**1,631,880**	**1,631,880**	**-**	**1,631,880**	**134,020**	**1,631,880**	**251,357**	**1,631,880**	**156,357**	**1,667,646**	**156,357**	**134,510**	**10,659,648**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		**1,631,880**	**1,631,880**	**-**	**1,631,880**	**134,020**	**1,631,880**	**251,357**	**1,631,880**	**156,357**	**1,667,646**	**156,357**	**134,510**	**10,659,648**
Total Expenses		**779,201**	**687,562**	**696,751**	**630,942**	**630,942**	**630,942**	**630,942**	**678,358**	**685,025**	**678,358**	**630,942**	**671,220**	**8,031,183**
Net Income		**852,680**	**944,318**	**(696,751)**	**1,000,939**	**(496,922)**	**1,000,939**	**(379,585)**	**953,522**	**(528,668)**	**989,288**	**(474,585)**	**(536,710)**	**2,628,465**
Cash Flow Adjustments		**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**21,077**	**252,921**
Beginning Cash Balance		**-**	**873,756**	**1,839,152**	**1,163,478**	**2,185,493**	**1,709,648**	**2,731,664**	**2,373,156**	**3,347,754**	**2,840,163**	**3,850,528**	**3,397,020**	**-**
Ending Cash Balance		**873,756**	**1,839,152**	**1,163,478**	**2,185,493**	**1,709,648**	**2,731,664**	**2,373,156**	**3,347,754**	**2,840,163**	**3,850,528**	**3,397,020**	**2,881,386**	**2,881,386**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	3.00	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	675,000
Instructional Management	2.00	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000
Deans, Directors & Coordinators	5.00	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	500,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	2.00	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,000
Administrative Staff	6.00	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
TOTAL ADMINISTRATIVE STAFF	18.00	167,083	167,083	167,083	167,083	167,083	167,083	167,083	167,083	167,083	167,083	167,083	167,083	2,005,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	18.00	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	1,350,000
Teachers - SPED	3.00	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	8.00	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Specialty Teachers	9.50	51,458	51,458	51,458	51,458	51,458	51,458	51,458	51,458	51,458	51,458	51,458	51,458	617,500
Aides	3.50	11,958	11,958	11,958	11,958	11,958	11,958	11,958	11,958	11,958	11,958	11,958	11,958	143,500
Therapists & Counselors	3.00	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	255,000
Other	-	18,333	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	(1,667)	-
TOTAL INSTRUCTIONAL	45.00	264,250	244,250	244,250	244,250	244,250	244,250	244,250	244,250	244,250	244,250	244,250	244,250	2,951,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	63.00	431,333	411,333	411,333	411,333	411,333	411,333	411,333	411,333	411,333	411,333	411,333	411,333	4,956,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		36,064	36,064	36,064	36,064	36,064	36,064	36,064	36,064	36,064	36,064	36,064	36,064	432,765
Fringe / Employee Benefits		48,085	48,085	48,085	48,085	48,085	48,085	48,085	48,085	48,085	48,085	48,085	48,085	577,020
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		84,149	84,149	84,149	84,149	84,149	84,149	84,149	84,149	84,149	84,149	84,149	84,149	1,009,785
TOTAL PERSONNEL SERVICE COSTS	63.00	515,482	495,482	495,482	495,482	495,482	495,482	495,482	495,482	495,482	495,482	495,482	495,482	5,965,785
CONTRACTED SERVICES														
Accounting / Audit		20,177	20,177	20,177	20,177	20,177	20,177	20,177	20,177	20,177	20,177	20,177	20,177	242,120
Legal		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	273	273	273	273	273	273	273	273	273	273	273	3,000
Payroll Services		3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	37,304
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	6,667	-	-	-	-	-	-	6,667	-	-	6,667	20,000
Other Purchased / Professional / Consulting		33,680	33,680	33,680	33,680	33,680	33,680	33,680	33,680	33,680	33,680	33,680	33,680	404,159
TOTAL CONTRACTED SERVICES		57,465	64,405	57,738	57,738	57,738	57,738	57,738	57,738	64,405	57,738	57,738	64,405	712,583

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

LAMAD ACADEMY CHARTER SCHOOLS 1 & 2
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Total Revenue	1,631,880	1,631,880	-	1,631,880	134,020	1,631,880	251,357	1,631,880	156,357	1,667,646	156,357	134,510	10,659,648
Total Expenses	779,201	687,562	696,751	630,942	630,942	630,942	630,942	678,358	685,025	678,358	630,942	671,220	8,031,183
Net Income	852,680	944,318	(696,751)	1,000,939	(496,922)	1,000,939	(379,585)	953,522	(528,668)	989,288	(474,585)	(536,710)	2,628,465
Cash Flow Adjustments	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
Beginning Cash Balance	-	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	-
Ending Cash Balance	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	2,881,386	2,881,386

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials	15,391	15,391	15,391	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	65,960
Special Ed Supplies & Materials	1,167	1,167	1,167	167	167	167	167	167	167	167	167	167	5,000
Textbooks / Workbooks	14,817	14,817	14,817	2,117	2,117	2,117	2,117	2,117	2,117	2,117	2,117	2,117	63,500
Supplies & Materials other	7,000	7,000	7,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	30,000
Equipment / Furniture	-	32,917	32,917	-	-	-	-	-	-	-	-	-	65,834
Telephone	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	25,712
Technology	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	169,834
Student Testing & Assessment	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Field Trips	-	-	875	875	875	875	875	875	875	875	875	875	8,750
Transportation (student)	-	-	14,525	14,525	14,525	14,525	14,525	14,525	14,525	14,525	14,525	14,525	145,250
Student Services - other	-	-	4,339	4,339	4,339	4,339	4,339	4,339	4,339	4,339	4,339	4,339	43,386
Office Expense	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	46,050
Staff Development	8,612	8,612	-	-	-	-	-	-	-	-	-	8,612	25,835
Staff Recruitment	-	-	-	-	-	-	-	20,750	20,750	20,750	-	-	62,250
Student Recruitment / Marketing	-	-	-	-	-	-	-	26,667	26,667	26,667	-	-	80,000
School Meals / Lunch	-	-	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	17,283
Travel (Staff)	917	917	917	917	917	917	917	917	917	917	917	917	11,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	37,755
TOTAL SCHOOL OPERATIONS	71,598	104,515	120,370	54,561	54,561	54,561	54,561	101,978	101,978	101,978	54,561	63,173	938,399
FACILITY OPERATION & MAINTENANCE													
Insurance	111,495	-	-	-	-	-	-	-	-	-	-	-	111,495
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	113,578	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	136,495
DEPRECIATION & AMORTIZATION	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	779,201	687,562	696,751	630,942	630,942	630,942	630,942	678,358	685,025	678,358	630,942	671,220	8,031,183
NET INCOME	852,680	944,318	(696,751)	1,000,939	(496,922)	1,000,939	(379,585)	953,522	(528,668)	989,288	(474,585)	(536,710)	2,628,465
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
NET INCOME	873,756	965,395	(675,674)	1,022,016	(475,845)	1,022,016	(358,508)	974,599	(507,592)	1,010,365	(453,508)	(515,633)	2,881,386

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	1,631,880	1,631,880	-	1,631,880	134,020	1,631,880	251,357	1,631,880	156,357	1,667,646	156,357	134,510	10,659,648
Total Expenses	779,201	687,562	696,751	630,942	630,942	630,942	630,942	678,358	685,025	678,358	630,942	671,220	8,031,183
Net Income	852,680	944,318	(696,751)	1,000,939	(496,922)	1,000,939	(379,585)	953,522	(528,668)	989,288	(474,585)	(536,710)	2,628,465
Cash Flow Adjustments	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	21,077	252,921
Beginning Cash Balance	-	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	-
Ending Cash Balance	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	2,881,386	2,881,386
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	-
ENDING CASH BALANCE	873,756	1,839,152	1,163,478	2,185,493	1,709,648	2,731,664	2,373,156	3,347,754	2,840,163	3,850,528	3,397,020	2,881,386	2,881,386

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LAMAD ACADEMY CHARTER SCHOOLS 1 & 2					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses		**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)		**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment		**450**	**525**	**600**	**675**	**750**	
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	no increase reflected to remain conservative
Per Pupil Revenue	Basic Tuition (2023-24)						
PRIMARY School District: New York City Department of Education	18,340	8,253,000	9,628,500	11,004,000	12,379,500	13,755,000	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,340	8,253,000	9,628,500	11,004,000	12,379,500	13,755,000	
Special Education Revenue		1,538,282	1,794,663	2,051,043	2,307,424	2,563,804	Assumes 21% of total population is SPED, with 32% being 20-60% category and 68% at >60% category. Currently reflects the current standard calculation/allocations.
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		9,791,282	11,423,163	13,055,043	14,686,924	16,318,804	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		95,000	110,250	126,000	141,750	157,500	Assumes 100% of the SPED population
Title I		157,500	183,750	210,000	236,250	262,500	Assumes 70% FRPL, $500 per FRPL student
Title Funding - Other		12,600	14,700	16,800	18,900	21,000	Assumes 70% FRPL, $40 per FRPL student
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		500,000	510,225	-	-	-	240K for start-up, 500K for year 1, and 510K for year 2 (ES only)
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		765,100	818,925	352,800	396,900	441,000	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		67,500	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		35,766	43,575	49,800	56,025	62,250	Assumes $83 per student
OTHER		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment	**450**	**525**	**600**	**675**	**750**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	103,266	43,575	49,800	56,025	62,250	
TOTAL REVENUE	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses		**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)		**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment		**450**	**525**	**600**	**675**	**750**	
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	3.00	675,000	695,250	716,108	737,591	759,718	Shared Staff: Executive Director, COO, and Superintendant
Instructional Management	2.00	300,000	309,000	468,270	482,318	496,788	Principals and Asst. Principal (ES only, starting year 3)
Deans, Directors & Coordinators	5.00	500,000	515,000	530,450	546,364	562,754	SpEd Coordinators, Science Coach, Dean of Culture, Arts Dept Head
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	170,000	175,100	180,353	185,764	191,336	Dir of Operations
Administrative Staff	6.00	360,000	370,800	381,924	393,382	405,183	Admin. Assistant, Orrice Manager, Operations Manger, Receptionist, and a Parent Coordinator
TOTAL ADMINISTRATIVE STAFF	18.00	2,005,000	2,065,150	2,277,105	2,345,418	2,415,780	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	18.00	1,350,000	1,615,500	1,888,965	2,170,634	2,460,753	
Teachers - SPED	3.00	225,000	231,750	238,703	245,864	253,239	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	8.00	360,000	505,800	655,974	810,653	969,973	
Specialty Teachers	9.50	617,500	636,025	720,106	806,709	895,910	STEAM Specialist, Reading Specialist, P.E., Spanish, and Arts
Aides	3.50	143,500	147,805	152,239	156,806	161,511	
Therapists & Counselors	3.00	255,000	262,650	355,530	366,195	377,181	Social Worker and Guidance Counselor (1 FTE in MS only)
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	45.00	2,951,000	3,399,530	4,011,516	4,556,861	5,118,567	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	services provided by DOE
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	63.00	4,956,000	5,464,680	6,288,620	6,902,279	7,534,347	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		432,765	491,821	565,976	621,205	678,091	9% of total salaries
Fringe / Employee Benefits		577,020	710,408	817,521	897,296	979,465	13% of total salaries
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		1,009,785	1,202,230	1,383,496	1,518,501	1,657,556	
TOTAL PERSONNEL SERVICE COSTS	63.00	5,965,785	6,666,910	7,672,117	8,420,780	9,191,904	
CONTRACTED SERVICES							
Accounting / Audit		242,120	255,334	268,644	282,053	295,565	10K annual increase
Legal		6,000	8,000	10,000	12,000	14,000	2K annual increase
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	The school will apply for/request that the NYC DOE provide a nurse services to the school at no cost.
Food Service / School Lunch		3,000	4,500	6,000	7,500	9,000	Snacks and fees for students @ full rate
Payroll Services		37,304	39,476	42,277	44,709	47,171	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		20,000	20,000	20,000	20,000	20,000	Title, Annual Reporting and CSP application services

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS ***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment	**450**	**525**	**600**	**675**	**750**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
Other Purchased / Professional / Consulting	404,159	767,288	803,575	840,952	879,450	Includes Data/Assessment services, Curriculum Services, Coaching, Summer Program services
TOTAL CONTRACTED SERVICES	712,583	1,094,597	1,150,496	1,207,213	1,265,185	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment	**450**	**525**	**600**	**675**	**750**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,150	5,305	5,464	5,628	meeting supplies and training
Classroom / Teaching Supplies & Materials	65,960	83,389	99,950	116,544	133,173	
Special Ed Supplies & Materials	5,000	46,350	61,800	77,250	92,700	
Textbooks / Workbooks	63,500	84,718	104,833	124,973	145,138	
Supplies & Materials other	30,000	30,900	31,827	32,782	33,765	
Equipment / Furniture	65,834	46,399	46,981	47,580	48,197	8K per classroom/5K Admin yr 1; yrs 2-5 includes 8K per additional classroom plus 3K for replacements/new staff furniture (ES only)
Telephone	25,712	31,033	36,364	41,705	47,056	
Technology	169,834	159,429	184,087	208,809	233,599	Tech costs to start school will be roughly $80,000, of which 75% will be ERATE-able (90%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. Year 1 also includes 20K student database and student technology expenses. Years 2 - 5 based on $500 per new student, $300 per existing student plus $5k for annual admin. expenses. (ES only)
Student Testing & Assessment	30,000	38,625	46,814	55,016	63,233	
Field Trips	8,750	28,325	36,205	44,089	51,978	
Transportation (student)	145,250	310,025	369,626	429,357	489,221	Est. $740 per student
Student Services - other	43,386	55,263	67,158	79,073	91,007	
Office Expense	46,050	49,132	52,245	55,393	56,575	
Staff Development	25,835	43,231	52,613	60,006	67,411	
Staff Recruitment	62,250	51,500	52,250	51,000	51,000	
Student Recruitment / Marketing	80,000	95,000	110,000	125,000	140,000	
School Meals / Lunch	17,283	23,987	30,696	37,408	44,125	$1.50/student for 30% ineligible for FRPL for 195 days
Travel (Staff)	11,000	11,030	11,061	11,093	11,126	
Fundraising	-	-	-	-	-	
Other	37,755	44,990	52,625	60,679	69,168	Subscriptions, Misc. Fees, Dues, etc.
TOTAL SCHOOL OPERATIONS	938,399	1,238,474	1,452,439	1,663,221	1,874,099	3% COLA increase annually
FACILITY OPERATION & MAINTENANCE						
Insurance	111,495	145,849	184,985	229,450	279,846	Increases based on current costs, changes in student enrollment plus 8% increase per year
Janitorial	-	-	-	-	-	Intention to work with DOE to find co-located space
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	Intention to work with DOE to find co-located space
Repairs & Maintenance	25,000	25,000	25,000	25,000	25,000	for misc repairs
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	136,495	170,849	209,985	254,450	304,846	
DEPRECIATION & AMORTIZATION	252,921	266,421	270,921	275,421	279,921	1/5th cost of new furniture/equipment (ES) plus annual expense for MS
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	125,000	125,000	100,000	100,000	Year 1, 2, and 3 - $25,000 each year, total $75,000 kept in separate escrow account. Additional 100K contingency starting yr 2. (ES only)
TOTAL EXPENSES	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment	**450**	**525**	**600**	**675**	**750**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
NET INCOME	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOLS 1 & 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**10,659,648**	**12,285,663**	**13,457,643**	**15,139,849**	**16,822,054**	
Total Expenses	**8,031,183**	**9,562,251**	**10,880,958**	**11,921,086**	**13,015,955**	
Net Income (Before Cash Flow Adjustments)	**2,628,465**	**2,723,412**	**2,576,685**	**3,218,763**	**3,806,099**	
Budgeted Student Enrollment	**450**	**525**	**600**	**675**	**750**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	450	525	600	675	750	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**450**	**525**	**600**	**675**	**750**	
REVENUE PER PUPIL	**23,688**	**23,401**	**22,429**	**22,429**	**22,429**	
EXPENSES PER PUPIL	**17,847**	**18,214**	**18,135**	**17,661**	**17,355**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	252,921	266,421	270,921	275,421	279,921	
Other	-	-	-	-	-	
Total Operating Activities	252,921	266,421	270,921	275,421	279,921	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	46,399	46,981	47,580	48,197	
Other	-	-	-	-	-	
Total Investment Activities	-	46,399	46,981	47,580	48,197	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**252,921**	**312,820**	**317,902**	**323,001**	**328,118**	
NET INCOME	**2,881,386**	**3,036,232**	**2,894,586**	**3,541,764**	**4,134,217**	
Beginning Cash Balance	-	2,881,386	5,917,618	8,812,204	12,353,968	
ENDING CASH BALANCE	**2,881,386**	**5,917,618**	**8,812,204**	**12,353,968**	**16,488,185**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	450	18,340	8,253,000	1,736,548	9,989,548	22,300,000,000	0.045%
Year 2 (2026-27)	525	18,340	9,628,500	1,948,488	11,576,988	22,300,000,000	0.052%
Year 3 (2027-28)	600	18,340	11,004,000	2,226,843	13,230,843	22,300,000,000	0.059%
Year 4 (2028-29)	675	18,340	12,379,500	2,505,199	14,884,699	22,300,000,000	0.067%
Year 5 (2029-30)	750	18,340	13,755,000	2,783,554	16,538,554	22,300,000,000	0.074%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

22. Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to securing a facility inclusive of any necessary construction; hiring personnel; setting up organizational, legal, and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;
- The start date and projected completion date of each task; and,
- The person(s) responsible for each task.

The Institute encourages applicants to take into account potential challenges (e.g., procurement delays, availability of materials, etc.) in the development of the action plan.

February 8, 2024 – Application is submitted to SUNY
February 8, 2024 – June 30, 2024 – Continued outreach to the Rockaway Peninsula regarding the proposed school.

If the school is approved

October 2024 – Begin advertising for a principal
December 2024 – Make an offer to the principal
January 2024 – Have the LACS Executive Director onboard the LAACS principal
February 2025 – LAACS principal begins planning for the 2025-26 school year
March 2025 – School begins advertising for all remaining open positions
May 2025 – offers made on all remaining open positions
July 1, 2025 – Director of Operations begins working at the school
August 2025 – preservice and professional development

Response 23a. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

This response is not applicable.

Lamad Arverne Academy Charter School
R-23b – Supplemental Attachments

Response 23b - Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

This response is not applicable.

Lamad Arverne Academy Charter School

Strategic Growth Plan

Applicant groups who operate an existing charter school or schools and are applying for authority to operate one or more additional schools, and who would not be managed by a CMO or partner organization, must provide a Strategic Growth Plan Narrative. The narrative response should not exceed 30 pages, though applicant groups are welcome to submit additional exhibits to support the narrative. Strategic Growth Plan Narratives are only used for Institute analysis purposes.

In the response, applicants should provide an overall narrative explaining how the organization is preparing systems and structures to support growth such that all schools in the education corporation, including proposed new ones, can operate in an academically, fiscally, and operationally sound manner. Specifically, this must include:

- *A description of the education corporation's greenlighting process to determine preparedness to apply to open additional schools;*
- *Discussion of how the education corporation assesses need and demand and analyzes community demographic trends to identify a proposed location that is likely to support the proposed enrollment for both the new proposed school as well as maintain enrollment at existing schools;*
- *Chart(s) demonstrating the proposed enrollment growth pattern across the entire education corporation for 5 years if the new school(s) were to be approved;*
- *A description of how student pathways through grade levels would be implemented across the education corporation if the new school(s) were to be approved;*
- *A reflection on the existing education corporation's successes and challenges in meeting requirements for hiring certified teachers as required by the Act, and what existing or new systems and supports would be in place to support ongoing compliance with this requirement;*
- *An analysis of opportunities and potential challenges in staffing an additional location, including discussion of strategies to support a robust talent pipeline for teachers as well as instructional and operational leaders;*
- *A description of what services would be shared across schools in the education corporation, including a shared services team if applicable, including what shared services would be applicable, who would be responsible for providing them, how the organization would provide development and planning to support these shared services, and methods by which the effectiveness of shared services would be assessed;*
- *A reflection on prior academic performance across existing schools within the education corporation which discusses key strengths and key growth areas, the opportunities and challenges associated with opening more schools as relates to academic performance, and plans to address the identified growth areas;*
- *Discussion of how the board's approach to governance would shift to ensure effective oversight if the new school(s) were approved;*
- *Discussion of any key efficiencies the education corporation believes it would realize if the new schools were to be approved; and,*
- *Discussion of any key challenges the education corporation has identified related to replication, and what steps will be taken to address those potential challenges if the new schools were to be approved.*

Preparedness to Apply to Open Additional Schools

Members of the planning team are ready to help support the opening of LAACS. With LACS now in its fourth year of operation, we are in a great position to open a second school. We have had a positive impact in the lives of the students and families who have attended our school. Additionally, with the experience of having opened a brand-new school, and dealing with all the challenges that arose because of the COVID-19 outbreak, we have learned many lessons along the way. We are now

in a position to take those best practices and put them to use opening the second school that follows the Lamad Teacher Method:

The Lamad Teaching Methodology is rooted in two words "To Teach" and "To Learn," which is the basis for the school motto: The teacher has not taught unless the student has learned. The ultimate goal of the Lamad Teaching Methodology is not the mere impartation of facts, but the changing of lives. The Lamad Method also believes in developing lifelong learners, where truth is realized through self-discovery. The Lamad Method demands effective group interaction, where students are expertly guided in their own uncovering of the truth.

Assessing Need and Demand for the Proposed School

The need and demand for LAACS is well documented in the Arverne community. The number of signatures we received in support of opening LAACS shows that families in Arverne want a quality education option for their families. Our lead application, Rev. Cockfield, is well known and trusted in the Arverne community. Between the need for a quality education option in this community and the communities trust in Rev. Cockfield, our planning team is confident that, if approved, LAACS will have no issues filling all of our seats prior to the first day of classes.

5-Year Growth Plan

Combined Enrollment of Lamad Arverne Academy Charter School and Lamad Academy Charter School					
	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	75	75	75	75	75
1st Grade	75	75	75	75	75
2nd Grade	-	75	75	75	75
3rd Grade	-	-	75	75	75
4th Grade	-	-	-	75	75
5th Grade	-	-	-	-	75
6th Grade	125	125	125	125	125
7th Grade	125	125	125	125	125
8th Grade	125	125	125	125	125
Total	525	600	675	750	825

Student Pathways Through Grade Levels

Because the new and existing schools will be in different boroughs that are difficult to travel between, we do not anticipate LAACS students continuing their middle school education at LACS.

Successes and Challenges of Operating Current School

The biggest challenge that we have faced at LACS is taking responsibility of educating our students in the 6th grade. Since opening in 2020, we have learned that the challenges of correcting educational and behavioral issues that developed through our students experience in elementary school. This experience is what led to our desire to open an elementary school. Lead application Rev. Cockfield

has a long history with the Arverne community and is taking the lead on creating a quality educational option for the families of this underserved community.

Opportunities and Challenges to Staffing a New School

Staffing LAACS will create unique opportunities and challenges. First, we will have the opportunity to find teachers interested in helping shape the young lives of students in a traditionally underserved community. We will offer new educators the opportunity to start and develop their careers at a school that wants to create life changing opportunities for our students. We believe that our greatest challenge will be attracting staff members in this competitive field. The flight of educators to different sectors since the COVID outbreak is well documented. However, we believe that we can overcome this challenge by offering our staff a competitive salary, a supportive working environment, and the opportunity to change our students lives.

Shared Services Across Schools

Due to the geographic distance and the difference in grade levels served, few services will be shared across both schools. At this time, the only position we anticipate both schools sharing is the Executive Director position. Apart from that, the school will operate separately and even have separate boards.

Prior Academic Performance Across Existing Schools

Our existing school, Lamand Academy Charter School has experienced mixed results on the state ELA and math exams. However, we believe that the combination of educating at risk students through the trials and tribulations of the pandemic, coupled with the fact that the vast majority of our students come into our school well below grade level show that traditional measurements of success, such as proficiency on state exams, do not show the true successes of our school. The true success in our four years of operation is the social and emotional growth our students have experienced, which cannot be measured on standardized tests. We will take the best social and emotional learning practices from LACS and instill them in our students at LAACS from their first day at our school.

Governance Strategies

Our governance strategy will be a shared executive director amongst the new school and existing schools, but separate board of trustees overseeing each school. While both boards will share similar by-laws and code of ethics, and oversee schools that share the same educational methodology, they will operate separately. We believe this is appropriate, as the new school and existing school serve different grade levels. It is our believe that we should seek out board members who have expertise at the grade levels served by the schools they oversee.

Key Efficiencies Realized

The key efficiency we are seeking to realize in replicating school's is furthering the Lamad Teaching Methodology. Lamad Arverne Academy Charter School will establish and maintain a culture that supports learning and achievement. For LAACS, a strong school culture means much more than just a safe and orderly environment, and it is one of the more important elements that drive the success

or failure of a school. A community that fosters a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement among students and educators, are the characteristics that our school culture will cultivate. These traits will be underpinned by a set of shared norms, values, and vision that focus all of our stakeholders' attention on what is most important, while motivating them to work hard towards our common purpose.

Key Challenges to Replication

The key challenge to replication will not be in academic programing, as our existing school serves middle school grades, while our proposed school will serve elementary schools, but in recreating the culture that makes our school unique. A strong school culture means much more than just a safe and orderly environment, and it is one of the more important elements that drive the success or failure of a school. A community that fosters a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement among students and educators, are the characteristics that our school culture will cultivate. These traits will be underpinned by a set of shared norms, values, and vision that focus all of our stakeholders' attention on what is most important, while motivating them to work hard towards our common purpose.