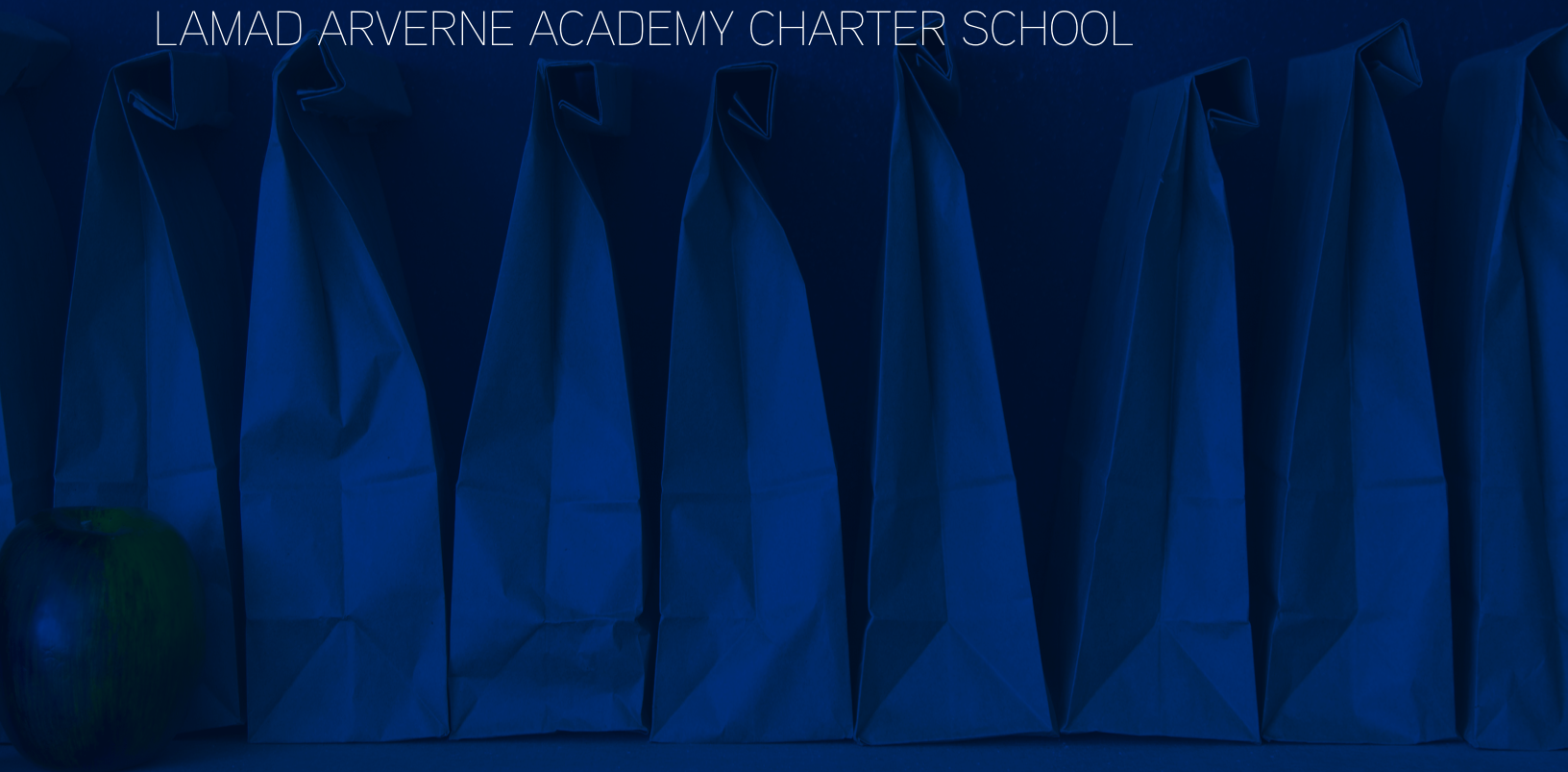




SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH
LAMAD ARVERNE ACADEMY CHARTER SCHOOL



EXECUTIVE SUMMARY

The applicant submitted the proposal to establish Lamad Arverne Academy Charter School (“Lamad Arverne”) to the SUNY Charter Schools Institute (the “Institute”) on February 8, 2024 in response to the Institute’s [2024 Request for Proposals \(the “RFP”\)](#) released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”). The Institute makes copies of applications [available on its website](#).

Lamad Arverne intends to operate one school to be located in a public facility in New York City Community School District (“CSD”) 27. The proposed school will open in September 2025 with 150 students in Kindergarten – 1st grades, and ultimately serve 450 students in Kindergarten – 5th grades during its first charter term. Lamad Arverne will fill all seats that become available due to attrition in all grades. The school will implement the same mission and key design elements as Lamad Academy Charter School (“Lamad Academy”). As applicable, information regarding the renewal history, academic performance, and student discipline for the existing school is presented in Appendix B.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute finds that the proposal to establish Lamad Arverne rigorously demonstrates the criteria detailed in the RFP, which align with the Act.

Based on the proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish Lamad Arverne Academy Charter School.

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FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicant and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the inclusion of the by-laws for the operation of the education corporation’s board of trustees; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the schools on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - an educational program that meets or exceeds the state performance standards;
 - a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - appropriate rosters of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
 - descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposals is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
 - a demonstrated need in the community given the limited options for schools of choice in CSD 27 and in the specific proposed neighborhood of Arverne;
 - selection of research-based curricula that align with the proposed key design elements;
 - a sound and comprehensive assessment system and data-driven instruction approach to supporting the individual skill development of each student;

- an innovative STEAM-based academic program including weekly instruction in engineering, technology, and the arts aimed at supporting increased representation of students of color in science and technology fields;
 - a free afterschool program available to all students and families each day to provide additional support for students and working families; and,
 - a proposed founding board with a range of experience including charter school instructional management, real estate, and the law.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
 5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
 6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the applicant, the proposed board of trustees, and key Lamad Arverne leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Currently, nine charters remain available to be granted in New York City by the SUNY Trustees or the Board of Regents.

BACKGROUND & DESCRIPTION

The applicants proposing to open Lamad Arverne aim to provide a high-quality STEAM-focused elementary school option to the residents of Arverne in CSD 27 in Queens. CSD 27 has limited schools of choice with only seven charter schools currently operating, none of which is located in the neighborhood of Arverne, and only five of which serve elementary grades. The applicants currently operate Lamad

Academy, which opened in August 2020 and currently serves 167 students in 6th – 8th grades in co-located space in CSD 18 in Brooklyn. Notably, Lamad Academy achieved an increase in student proficiency based on state exams of approximately 30 percent in both ELA and mathematics between 2021-22 and 2022-23. Lamad Arverne will implement the same mission and key design elements as Lamad Academy, including offering a STEAM-based academic program. Lamad Arverne, if approved, and Lamad Academy, will have different boards of trustees in order to ensure board membership reflects the communities each school serves. In addition, the schools would share certain key leadership staff including the executive director, in order to realize economies of scale and ensure consistent implementation of the mission and academic program.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The Lamad Arverne mission states:

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.

Programming at Lamad Arverne will implement the following key design elements:

- **Extended Day:** Lamad Arverne will offer its families an extended, 8:00 am- 4:00 pm, school day. This additional time will be used to help ensure all students comprehend the material from each lesson.
- **Extended Year:** Lamad Arverne 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 compensate for the days lost to these activities and exercises.
- **After School:** All Lamad Arverne students will be eligible for free, daily after school programming, from 4:00-6:00 pm. Students will receive homework help and opportunities for academic intervention using a blended learning approach.
- **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 students individually or in small groups, and support effective classroom management.
- **One Intervention Teacher Per Grade Level Band:** Intervention teachers will provide targeted support and instruction to students who are struggling academically within a general education setting as part of the school-wide Response to Intervention (“RTI”) model. They will work with students that need extra help in specific subjects or skills, but do not have diagnosed disabilities.

- **Expanded Core Subject Instruction Time:** Lamad Arverne 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 students to learn and master important skills and concepts.
- **Character Education:** To help promote social and emotional growth, Lamad Arverne students will take a daily character education course. The program will be literature based and include opportunities to engage in meaningful dialogue, reading, and writing about a different universal value found around the world each month.
- **Daily STEAM Content:** As a STEAM school, Lamad Arverne students will receive a rotating daily class in science/engineering, dance, music, art, and mathematics.

CALENDAR AND SCHEDULE

Lamad Arverne will offer 190 days of instruction each year. The first day of instruction for the 2025 school year will be on or around August 25, 2025, and the last day will be on or around June 26, 2026. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:00 A.M. and end at 4:00 P.M. Lamad Arverne will provide students with more than 1,480 hours of instruction per year, which exceeds the requirements of 900 instructional hours for 1st – 6th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5.

ACADEMIC PROGRAM

Lamad Arverne’s academic program is based on the same key design elements of STEAM and project-based learning as the existing Lamad Academy, but with specific curricular selections to serve the proposed elementary grades. The applicants chose these key design elements based on a desire to offer innovative programming that is not currently available from other schools in the proposed CSD, and to provide their student population with experience in STEAM fields such as computer science and engineering in which students of color are currently underrepresented. Lamad Arverne’s STEAM-focused academic program aims to cultivate skills such as problem-solving, critical thinking, and innovation across all core subject areas through the consistent use of hands-on instructional methods like project-based learning.

English Language Arts (“ELA”) (Reading and Writing)

Lamad Arverne will offer students 135 minutes of daily English language arts instruction for a total of 675 minutes a week. The core ELA curriculum will leverage a combination of Wit and Wisdom, Wilson Foundations, and Lavinia Group’s Close Reading for Meaning. Students in Kindergarten – 2nd grades will engage in daily Wilson Foundations phonics lessons, which use a structured approach to building phonics knowledge aligned with the science of reading to ensure students build strong foundational skills. Students across Kindergarten – 5th grades will also engage in daily lessons from Wit & Wisdom, a standards aligned curriculum consisting of modules focusing on specific topics or theme that builds students’ content knowledge through the use of rich interdisciplinary grade-level texts. Finally, students in 3rd – 5th grades will have daily lessons from the Lavinia Group’s Close Reading for Meaning curriculum. This curriculum provides students an opportunity to analyze, discuss, and write about short texts across a three-day cycle focused on both overall understanding and critical textual analysis.

Mathematics

Lamad Arverne will offer students 90 minutes of daily mathematics instruction for a total of 450 minutes a week. The core mathematics curriculum across Kindergarten – 5th grades will draw upon Eureka Math and the Lavinia Group’s Math for Meaning story problems. Eureka Math is a standards aligned math program which focuses on presenting lessons that foster deep understanding of mathematical concepts over time to support students in developing a complete body of math knowledge rather than just discrete skills. The school will pair Eureka Math with Lavinia Group’s Math for Meaning story problems, in which students solve one carefully selected problem using a variety of strategies and then engage in student-led discourse in which students explain their strategies in their own words and then analyze each other’s strategies through discussion and questioning.

Science

Lamad Arverne will implement Amplify Science across all grade levels. Amplify Science blends hands-on investigations, rigorous nonfiction science texts, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science lessons, which align to the Next Generation Science Standards, connect key scientific concepts across grade levels to reinforce important concepts with practical, hands-on experiments.

Social Studies

Lamad Arverne will implement TCI Social Studies Alive! This curriculum integrates inquiry-based teaching strategies, engaging content, and technology to engage students and foster curiosity about history and cultures. In elementary school, lessons focus on exploring the fundamentals of the world including its various communities, peoples, and cultures with hands-on, engaging social studies lessons.

At-Risk

Lamad Arverne will employ a robust RTI program to identify and support struggling students. Leaders and teachers regularly review academic data to identify students who may need additional support and monitor progress for students already receiving additional interventions. Struggling students may receive a variety of supports such as additional small-group instruction. A dedicated child study team including special education and general education teachers will manage the RTI process and review data and implementation to ensure students receive the supports needed to be successful. Lamad Arverne will employ special education teachers to offer Integrated Co-Teaching (“ICT”) classes and Special Education Teacher Support Services (“SETSS”), as well as all related services to support students with identified disabilities. English Language Learners (“ELLs”) services will be delivered by a dedicated ESL teacher with appropriate training and certification using the research-based sheltered instruction approach.

Engineering/Technology

Lamad Arverne will implement the Engineering is Elementary curriculum for the Engineering and Technology-focused STEAM classes. This technology and engineering curriculum is designed with lessons that enlighten students about the significance and application of technology, making it relevant and impactful for navigating an increasingly technological society. Through practical, activity-based learning, students engage in designing, developing, and evaluating solutions to real-world technological challenges while developing understanding of important concepts in engineering and science.

Dance

Lamad Arverne’s 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 will encourage exploration of movement and choreography, with an goal of enhancing students’ physical fitness and self-esteem.

Music

Lamad Arverne will implement Interactive MUSIC, by Silver Burdett and Alfred, as its principal music curriculum. This fully digital curriculum offers a comprehensive music learning experience through activities like singing, movement, listening, performance, composition, and music literacy.

Visual Art

The school will implement the FLEX Curriculum from The Art of Education University, an adaptable visual arts education platform. 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 through hands on activities in a variety of media.

SCHOOL CULTURE AND DISCIPLINE

Lamad Arverne's school culture will emphasize all school community members' 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. The principal will be responsible for developing school-wide routines, rituals, and ceremonies in addition to a behavior system that will support the school culture by reinforcing the shared principles. The behavior system will promote positive individual and classroom behavior using tactics such as merits/demerits, rewards and community recognition, and other ways to recognize and reinforce positive behavior among students. The principal, assistant principal, and social worker will provide ample training in effective positive behavior management techniques prior to school opening and throughout the school year to help teachers create engaging and positive classrooms.

ORGANIZATIONAL CAPACITY

Lamad Arverne will mirror the dual leadership structure in place at Lamad Academy, wherein the principal serves as key academic leader, and the director of operations leads operational oversight. This shared leadership structure allows the principal to focus on the academic program and teacher oversight while the school director manages operations and finance. The school-based leadership team will benefit from the additional support of an assistant principal starting in year three to provide increased capacity for teacher support and training. In addition to school-based leaders, the executive director will be responsible for oversight of the overall administration and management of the schools' instructional program and fiscal and business operations, as well as strategic management. The executive director will report directly to the board of trustees.

GOVERNANCE

The bylaws of Lamad Arverne indicate that the proposed education corporation board will consist of no fewer than 5 and no more than 15 voting members. The proposed members of the board of trustees are set forth below:

1. Ambrosia Johnson, Board Chair

Proposed Board Chair Ambrosia 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 a school leader at Success Academy Charter Schools and founder of Ivy Hill Prep Charter School.

2. Jennifer Provost, Vice-Chair

Proposed Vice Chair Jennifer Provost 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.

3. Annette Hamilton, Treasurer

Proposed Treasurer Annette Hamilton is a higher education administrator, with a primary focus on financial aid administration. Since 2012, she has worked as a Financial Aid Manager at LaGuardia Community College. She was previously an Associate Director of Financial Aid at Marymount Manhattan College, a Manager of Student Financial Services at Metropolitan College of New York, and a Financial Aid Advisor at Taylor Business Institute.

4. Virginia Tomlinson, Secretary

Proposed Board Secretary Virginia Tomlinson works in K-12 education, starting her career as a Guidance Counselor at PS 215Q in 1998. She subsequently served as a Guidance Counselor at the City University of New York, York College, City University of New York, New York City College of Technology, and the High School for Math, Science, and Engineering at the City College of New York.

5. Charlene Gayle, Trustee

Board Member Charlene Gayle established The Macon Realty LLC, a full-service property management company, with a specialized focus on affordable housing. The Macon Realty LLC oversees more than 30 residential buildings and over 2,000 Nehemiah Homes, including East New York Nehemiah, Brownsville Nehemiah, and Williamsburg Nehemiah.

FACILITIES

Lamad Arverne has already engaged in preliminary discussion with NYCDOE about potential space needs and facilities, and intends to submit a request to the district for public space in the proposed CSD. If no suitable public space is made available, the school will work to secure private space. The proposed board includes individuals with expertise and experience in New York City real estate who would support the school should it become necessary to seek private space.

FISCAL IMPACT

The fiscal impact of Lamad Arverne on the district is summarized below.

Charter Year	A.	B.	C.	D.	E.	F.	G.
	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (AxB)	Other District Revenue (SPED, Food Service, Grants, etc.)	Total Project Funding from District to Charter School (C+D)	New York City School District Budget	Projected District Impact (E/F)
Year 1 (2025-26)	150	18,340	2,751,000	624,183	3,375,183	39,400,000,000	0.01%
Year 5 (2029-30)	450	18,340	8,253,000	1,670,132	9,923,132	39,400,000,000	0.03%

The Institute finds that the fiscal impact of the proposed school on the district, including charter, district, and nonpublic schools in the same geographical area will be minimal.

The Institute reviewed the school's proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term and finds the plans are aggressive but feasible with full enrollment. As such, the school will benefit from developing a comprehensive and proactive student recruitment plan, as well as a dedicated development and fundraising plan in the preopening period to ensure they are well-positioned to manage any contingencies.

NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and nonpublic schools in the same geographic area of the proposed school about receipt of the proposal, and posted a public notice on the Institute's website for public review. The district held a public hearing pertaining to the proposed school on April 8, 2024. The Institute carefully reviews and considers all district and public comments received prior to finalizing its recommendation. Any district comments and a summary of public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a)(c) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a)(c), as described in greater detail below, as well as SUNY's additional criteria. The Lamad Arverne proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As Lamad Arverne's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 9 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the mandatory objectives set forth in Education Law §§ 2852(9-a)(c)(i)-(viii).

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Lamad Arverne Academy Charter School earned a score of 20.75 preference points out of a maximum of 39.

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish Lamad Arverne Academy Charter School to open in September 2025.

APPENDIX A: SUMMARY OF PUBLIC COMMENTS RECEIVED

SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH JULY 10, 2024

On or about March 7, 2024, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish Lamad Arverne. The notice reminded the district that New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Lamad Arverne proposal was also posted on the [Institute's website](#) for public review.

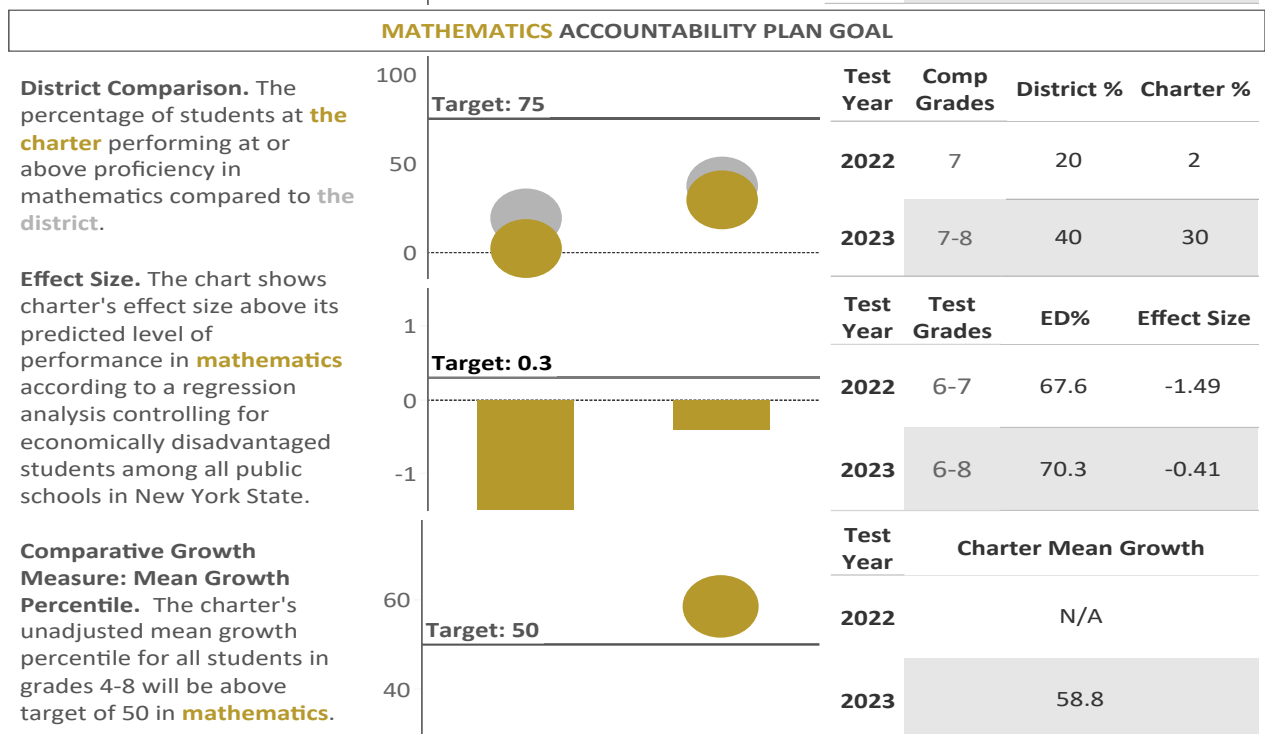
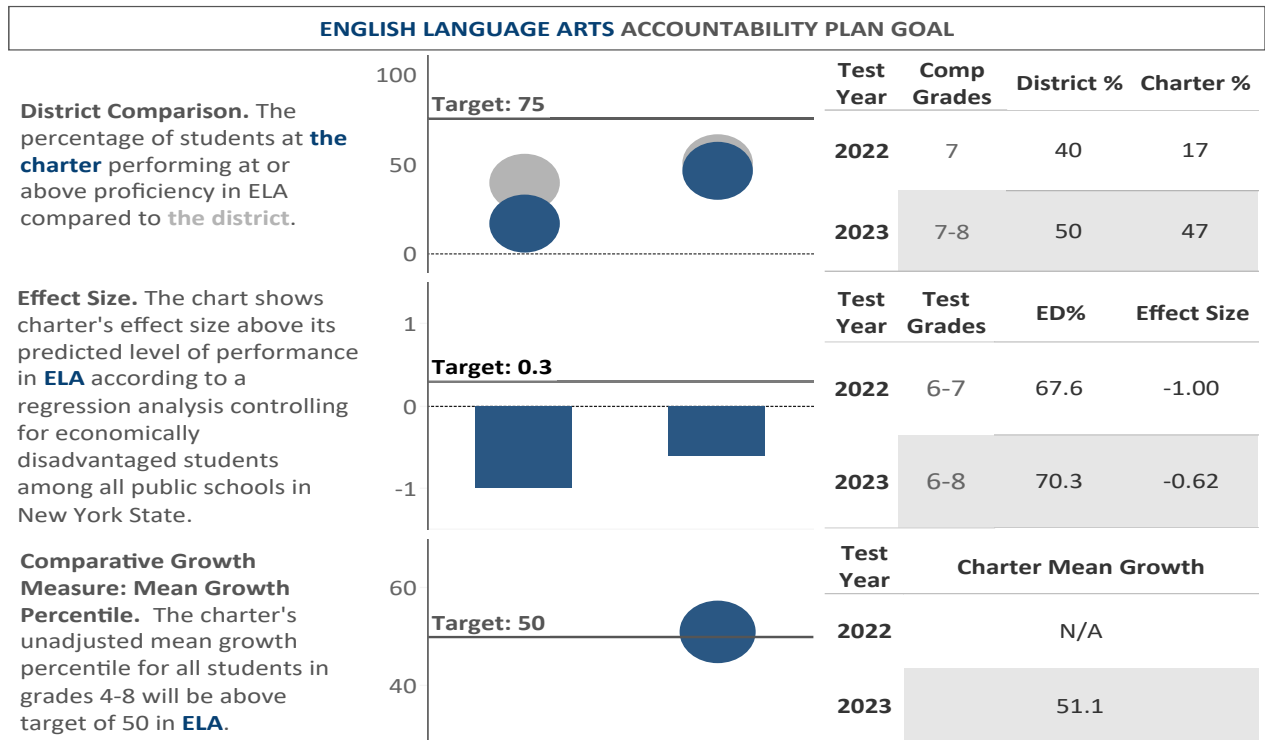
The district scheduled a hearing pertaining to the proposed school for April 8, 2024 and provided the Institute a summary of comments made. The NYCDOE held its required hearing regarding the new school application for Lamad Arverne on April 8, 2024 via videoconference. The founder and executive director of the currently operating Lamad Academy presented the vision and mission of the first school, which is to create an educational community where learning, creativity, and personal growth are interwoven. The school believes every child has the potential to achieve greatness, given the right environment and opportunities. The school has a STEAM program and offers dance, vocal music, chess, and sports programs and recently facilitated an opportunity for students to learn how to fly drones. The founder and executive director plans to implement the vision of the first school at the proposed new school, which will be located in CSD 27, the community in which he was raised. One councilwoman in CSD 27 spoke in support of the application and highlighted the school's STEAM-focused curriculum, which will enrich the lives of local students and meet the growing demand for technology and science skills. One parent whose student attends a charter school in Queens spoke in support of having more charter schools in Queens, and specifically Lamad Arverne in CSD 27, because charter schools are vital in improving learning and fostering great leadership skills. One parent whose student attends Lamad Academy spoke in support of the new application and appreciates how the school provides college preparatory classes and is not afraid to push the scholars so they can reach their fullest potential. The parent also highlighted that Lamad Academy cares about its students and provides mentorship beyond the classroom and cultivates initiative. A parent of a student at a Bronx charter school spoke in support of the application and Lamad Academy's innovative approach to education and ability to address educational inequalities by providing a higher quality of education. No one spoke in opposition to the application.

The applicants provided evidence of support for the proposed school in the form of letters from a variety of individuals and organizations including New York State Assembly member Khaleel M. Andreson; Queens Borough President Donovan Richards; City Council Member Selvena Brooks-Powers; David T. Cockfield, Senior Pastor of Battalion Pentecostal Assembly; Dr. Leonie Hall, Glory Light Tabernacle International Ministry Co-Pastor; Renee Hastick-Motes, Episcopal Health Services Senior Vice President and Chief External Affairs Officer; and Ebony Beaty, Executive Director of the Ocean Bean Community Development Corporation. The Institute has received no direct comments in opposition to the application.

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Lamad Academy Charter School

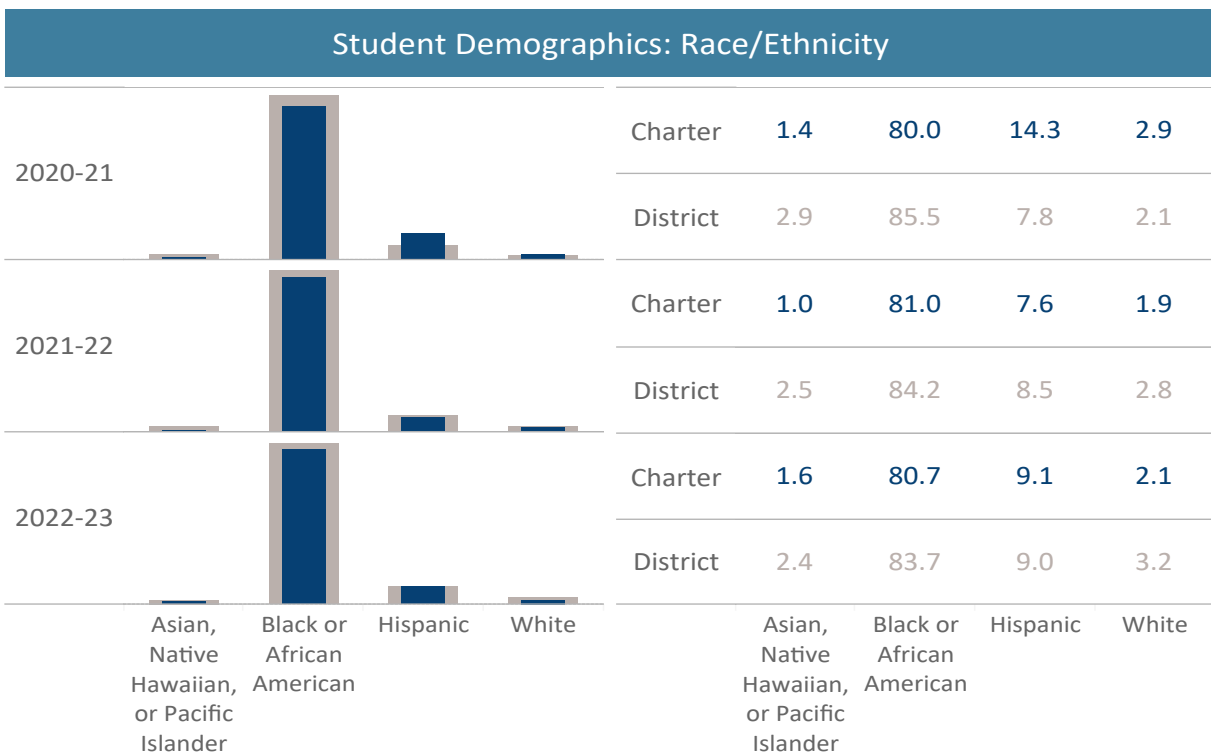
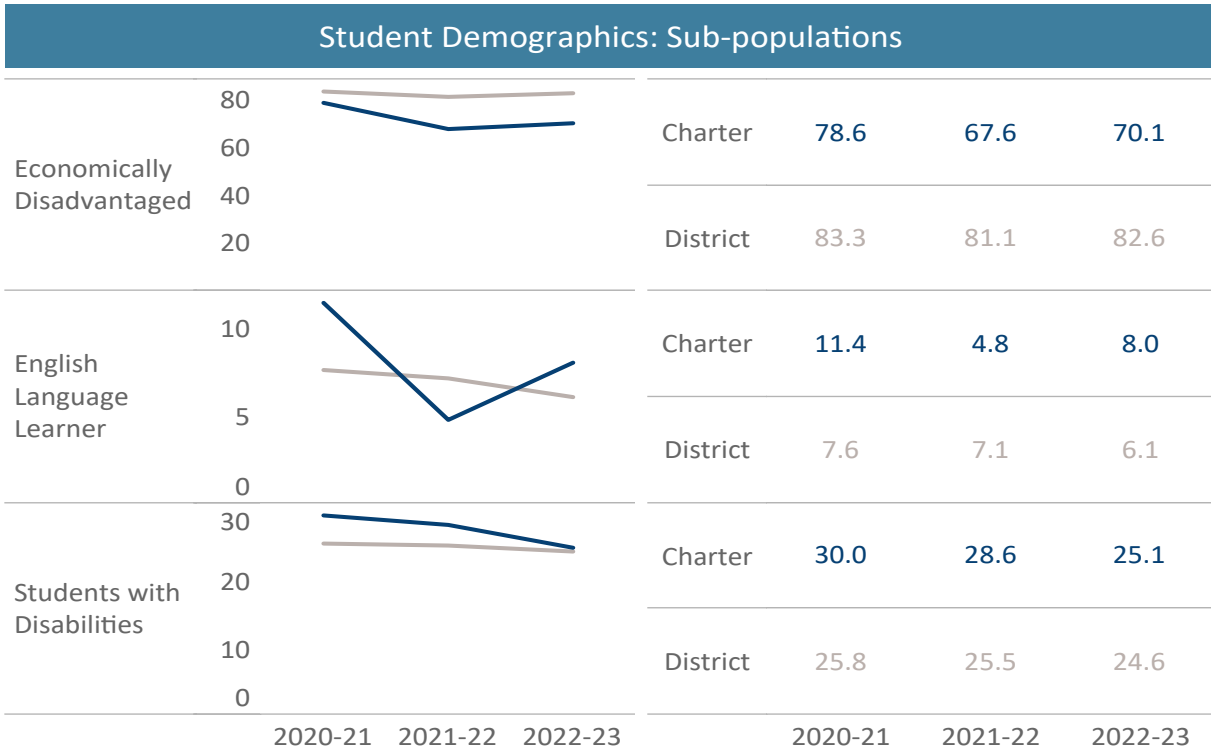
Brooklyn CSD 18



APPENDIX B: EXISTING SCHOOL PERFORMANCE

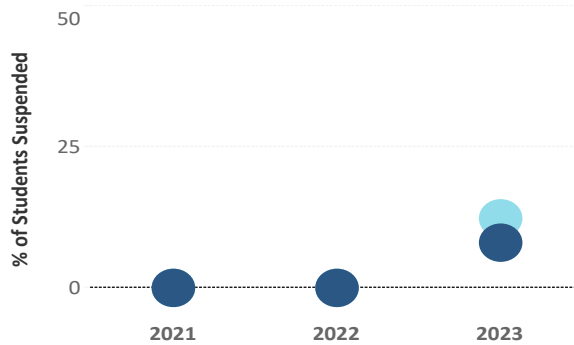
Lamad Academy Charter School

Brooklyn CSD 18



APPENDIX B: EXISTING SCHOOL PERFORMANCE

Lamad Academy Charter School



Brooklyn CSD 18

	ISS Rate	OSS Rate
2021	0.0	0.0
2022	0.0	0.0
2023	12.3	8.0

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

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

Year	2021	2022	2023
Expulsions	0	0	0

APPENDIX C: FISCAL DASHBOARD

LAMAD ACADEMY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2020-21

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	2018-19	2019-20	2020-21	2021-22	2022-23
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	226,674	145,832	366,883
Grants and Contracts Receivable	-	-	79,851	104,471	309,610
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	32,344	16,793	131,372
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	338,869	267,096	807,865
Property, Building and Equipment, net	-	-	841,861	683,526	557,510
Other Assets	-	-	25,001	50,006	84,321
Total Assets - GRAPH 1	-	-	1,205,731	1,000,628	1,449,696
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	151,183	155,658	178,348
Accrued Payroll and Benefits	-	-	56,435	25,215	94,146
Deferred Revenue	-	-	-	223,590	49,156
Current Maturities of Long-Term Debt	-	-	-	14,521	26,539
Short Term Debt - Bonds, Notes Payable	-	-	-	-	9,305
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	207,618	418,984	357,494
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	569,617	437,000	437,000
Total Liabilities - GRAPH 1	-	-	777,235	855,984	794,494
Net Assets					
Without Donor Restrictions	-	-	365,593	94,638	555,202
With Donor Restrictions	-	-	62,903	50,006	100,000
Total Net Assets	-	-	428,496	144,644	655,202
Total Liabilities and Net Assets	-	-	1,205,731	1,000,628	1,449,696
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	1,097,170	1,625,446	3,365,597
Students with Disabilities	-	-	267,724	302,789	507,259
Grants and Contracts					
State and local	-	-	8,990	4,888	42,296
Federal - Title and IDEA	-	-	963,919	238,029	428,664
Federal - Other	-	-	-	-	-
Other	-	-	-	11	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	2,337,803	2,171,163	4,343,816
Expenses					
Regular Education	-	-	1,294,284	1,606,229	2,672,088
SPED	-	-	555,589	682,452	991,328
Other	-	-	-	-	-
Total Program Services	-	-	1,849,873	2,288,681	3,663,416
Management and General	-	-	573,517	383,042	573,388
Fundraising	-	-	5,656	2,714	4,145
Total Expenses - GRAPHS 2, 3 & 4	-	-	2,429,046	2,674,437	4,240,949
Surplus / (Deficit) From School Operations	-	-	(91,243)	(503,274)	102,867
Support and Other Revenue					
Contributions	-	-	519,704	86,000	407,000
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	35	133,422	691
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	519,739	219,422	407,691
Total Unrestricted Revenue	-	-	2,794,639	2,453,488	4,651,507
Total Temporarily Restricted Revenue	-	-	62,903	(62,903)	100,000
Total Revenue - GRAPHS 2 & 3	-	-	2,857,542	2,390,585	4,751,507
Change in Net Assets	-	-	428,496	(283,852)	510,558
Net Assets - Beginning of Year - GRAPH 2	-	-	-	428,496	144,644
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	428,496	144,644	655,202

APPENDIX C: FISCAL DASHBOARD

LAMAD ACADEMY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	952,241	698,310	814,770
-	-	-	456,623	808,661	1,341,289
-	-	-	-	5,520	4,725
-	-	-	-	-	-
-	-	-	1,408,864	1,512,491	2,160,784
-	-	-	192,151	231,511	296,815
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	12,701	50,734	85,096
-	-	-	251,518	147,979	330,856
-	-	-	145,252	127,860	176,868
-	-	-	57,772	246,570	600,443
-	-	-	164,644	200,457	237,856
-	-	-	196,145	156,835	352,231
-	-	-	2,429,047	2,674,437	4,240,949

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	125	250	375	375
-	-	-	125	100	175
-	-	-	68	96	192
Planning Year	-	6	6-7	6-8	6-8
-	Planning Year	-	6	6-7	-

Primary School District: NYC CANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	16,123	16,844	-
0.0%	0.0%	100.0%	4.3%	0.0%	

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	34,354	22,663	22,679
-	-	-	7,638	2,290	2,129
-	-	-	41,992	24,954	24,808

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	27,184	23,890	19,127
-	-	-	8,511	4,027	3,015
-	-	-	35,695	27,917	22,142
0.0%	0.0%	0.0%	76.2%	85.6%	86.4%
0.0%	0.0%	0.0%	23.8%	14.4%	13.6%
0.0%	0.0%	0.0%	17.6%	-10.6%	12.0%
#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	9.1	11.3	10.1

Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	-	1.3	1.4	3.5

Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	1.7	0.0	2.2	
N/A	N/A	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Strong	

Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

	2018-19	2019-20	2020-21	2021-22	2022-23
0	0	131,251	(151,888)	450,371	
0.0%	0.0%	4.7%	-6.2%	9.7%	
0.0	0.0	1.6	0.6	2.3	
N/A	N/A	MEDIUM	HIGH	MEDIUM	
N/A	N/A	Good	Poor	Good	

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	1.5	0.6	1.9	
N/A	N/A	MEDIUM	HIGH	MEDIUM	
N/A	N/A	Good	Poor	Good	

Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.6	0.9	0.5	
N/A	N/A	MEDIUM	MEDIUM	MEDIUM	
N/A	N/A	Good	Good	Good	

Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	1.1	0.7	1.0	
N/A	N/A	MEDIUM	HIGH	MEDIUM	
N/A	N/A	Good	Poor	Good	



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