SUNY Charter Schools Institute
The State University of New York

Replication Proposal Transmittal Form

1. School Information

Proposed Name of Charter School: Achievement First Charter School 12

Proposed Location (School District or CSD & Region for NYC): CSD 16, 17, 23, 32; Brooklyn, NY

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	5	92
Year 2	5, 6, 9	250
Year 3	5, 6, 7, 9, 10	502
Year 4	5, 6, 7, 8, 9, 10, 11	696
Year 5	5, 6, 7, 8, 9, 10, 11, 12	788

Proposed Opening Date: August 15, 2015 Proposed Charter Term: 5 Years

2. Proposed Affiliations

Educational Service Provider or Management Company (if any): Achievement First, Inc.

Public Contact Info (Name & Phone #): Tony Siddall, 347-630-1578

Partner Organization (if any):

Public Contact Info (Name & Phone #):

3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation: Deborah Shanley, AF Bushwick Board Chair

Name of Existing Education Corp.: Achievement First Bushwick Charter School

Mailing Address: c/o Tony Siddall [redacted]

City [redacted] State [redacted] Zip Code [redacted]

Office Phone # [redacted] Cell Phone # [redacted] E-Mail [redacted]

Lead Applicant Media/Public Contact Phone # (required): 718-951-5214

Lead Applicant Signature [redacted]

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

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received

SUNY Charter Schools Institute
The State University of New York

Application Summary Form

1. Charter School Education Corporation Name

Achievement First Bushwick Charter School

2. Charter School Name

Achievement First Charter School 12

3. Charter School Location

CSD 16, 17, 23 or 32

4. Anticipated Opening Date

August 15, 2015

5. Management Organization Name (if applicable)

Achievement First, Inc.

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

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	5	92
Year 5	2019-2020	5, 6, 7, 8, 9, 10, 11, 12	788

8. Applicant(s)

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

Add New Applicant

9. Proposed Board of Trustees

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

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

Add New Trustee

10. Overview of the Proposed Program

The mission of Achievement First (AF) Charter School 12 is to strengthen the academic and character skills needed for all students to meet and exceed their peers in city and state assessments,

excel in top-tier colleges, achieve success in a competitive world, and serve as the next generation of leaders for our communities.

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

The founders of Achievement First Charter School 12 are cognizant of the hard work and dedication that achieving this level of success requires. Achievement First Charter School 12 will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at Achievement First Charter School 12 to foster in our students the strength of character and the academic skills they will need to attain those dreams.

AF Charter School 12 will be in session for 192 days of the year from 7:30 am to 4:00 pm. Key Design Elements of the school model include:

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

At Achievement First Charter School 12, we are wholly committed to ensuring that our students gain the tools to be admitted to, excel in, and graduate from top colleges. Our academic program is based on the Common Core state standards in English Language Arts and mathematics, and on New York State and national standards in social studies and science. The curriculum will be driven by standards-based scope and sequences, and teachers will have access to high-quality curriculum resources and assessments, created by Achievement First Network Support staff, teachers across the network, and commercial publishers. We believe that by aligning each element of our academic program—curriculum, assessment, and instruction—to the most rigorous academic standards, we will prepare our students to get to and through competitive colleges and universities.

The management structure of AF Charter School 12 is designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The principal is ultimately responsible to the Board of Trustees, which delegates the day-to-day supervision of the principal to an Achievement First regional superintendent. This regional superintendent also conducts an in-depth annual evaluation of the principal, which is then presented to and reviewed by the Board of Trustees. This evaluation document is the basis of the decision whether or not to renew the principal's contract each year.

A leadership team consisting of the academic dean, dean of students, and director of school operations (DSO) reports directly to the principal (as does the special services coordinator).

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

AF Charter School 12 will have a relationship with a Management Organization, Achievement First, Inc. Achievement First Charter School 12 will partner with Achievement First, Inc. to provide a range of essential services. The relationship between the school and Achievement First is codified in an Academic and Business Services Agreement (ABSA), which describes the roles and responsibilities of AF and the school and establishes the management fee that the schools pay to AF, which will allow the entire network to be sustainable on public funds. The term of the ABSA is five consecutive school years, but is renewable each year by the Board upon the evaluation of the services provided by AF, which include but are not limited to:

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

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

SUNY Charter Schools Institute Incorporation by Reference Checklist

Achievement First Charter School 12

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

Achievement First Charter School 12

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

B
Year of Source File
Indicate the most recent year material was approved, updated, or incorporated
2013
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Year of Source File
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1. Community Need

(a) Community Description and Need:

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

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

Achievement First's decision to open a new 5-12 (Charter 12) in one of the AF Brooklyn Academy neighborhoods of Brownsville (CSD 23), Bushwick (CSD 32), Crown Heights (CSD 17), or Bedford Stuyvesant (CSD 16) is driven by the overwhelming community demand for college preparatory public school options, a continued need for high quality education options as well as the Achievement First network's deep connection to most of these communities through current schools. More specifically, the decision to open schools in these neighborhoods aligns with AF's mission to provide educational opportunity to communities with the most need. AF is committed to expanding into neighborhoods where residents would otherwise not have access to a high quality education option. As the below information demonstrates, these neighborhoods would greatly benefit from having an AF Brooklyn Academy.

Brownsville (CSD 23)

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

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

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

Bushwick (CSD 32)

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

[1] http://issuu.com/studybrooklyn/docs/community-district-16-brooklyn-neighborhood-report
[2] http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf
[3] http://schools.nyc.gov/Accountability/tools/report/default.htm#Citywide
[4] http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults

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

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

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

Crown Heights (CSD 17)

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

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

Bedford Stuyvesant (CSD 16)

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

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

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

[5] http://www.nyc.gov/html/dcp/pdf/census/puma_socio_07to09_acs.pdf
[6] http://issuu.com/studybrooklyn/docs/community-district-4-brooklyn-neighborhood-report
[7] http://issuu.com/studybrooklyn/docs/community-district-8-brooklyn-neighborhood-report
[8] http://issuu.com/studybrooklyn/docs/community-district-3-brooklyn-neighborhood-report

students, students who will be the first in their family to attend college, and students who speak a language other than English at home. We are confident that the new schools will prepare our scholars to achieve on levels comparable to those of their affluent peers while developing the character skills necessary to become successful professionals and community leaders. We believe the current success of Achievement First's students in these districts, where the majority of students face significant academic challenges, is a strong indicator of Achievement First's potential success if the Charter 12 application is approved.

(b) **Programmatic Impact**

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

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

Within the Achievement First network, every school is encouraged to use the expertise and best practices proven successful at other AF schools. The staff and students of AF Charter 12 will know from day one that they are part of a larger effort and they will benefit greatly from sharing successes and challenges with their cousins at other schools.

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

AF Charter 12 founders believe that the opportunity to share existing public school facilities with other New York City public schools creates a financial win-win for the district and AF; but far more significantly, it creates an environment for knowledge sharing and information exchange between new charter schools and existing schools. We believe that the opportunity in front of us is unprecedented, and as described further in Response 14(a) Achievement First has been a leader nationally in pioneering collaborations.

As it grows into a thriving educational community, the new schools plan to keep their doors open to the educators and families down the hall, down the block, and across the city. The staff at AF Charter 12 at Achievement First more broadly will be prepared to share what they are learning with fellow educators within the city. This potential for mutual growth and rich information exchange within new charter and existing host schools holds great promise for all students in New York, not just those at AF schools.

In CSD 23, 32, 17, 16, the charter will bring a much needed public school option to the districts by providing a no-excuses model, a mission of providing education that will prepare students to attend and graduate from top colleges. An emphasis on college attendance is not prevalent among many schools in this district. For example, of the schools that mention college in their mission statement, there are only five in CSD 23, two in CSD 32, five in CSD 17 and eight in CSD 16. Please refer to Response 24(b) and Response 3 for additional support for opening two new schools in these neighborhoods.

(c) **Fiscal Impact**

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

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

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

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2015 – 2016	92	$14,127	$1,299,684	$259,937	$1,559,621	$20,600,000,000	0.008%
2016 – 2017	250	$14,627	$3,656,750	$731,350	$4,388,100	$20,600,000,000	0.021%
2017 – 2018	502	$14,627	$7,342,754	$1,468,551	$8,811,305	$20,600,000,000	0.043%
2018 - 2019	695	$14,627	$10,165,765	$2,033,153	$12,198,918	$20,600,000,000	0.059%
2019 - 2020	788	$14,627	$11,526,076	$2,305,215	$13,831,291	$20,600,000,000	0.067%

2. Addressing the Need

(c) 5% Districts

Achievement First Charter Schools 10, 11, and 12 will provide a significant educational benefit to the students who enroll. Given the limited supply of high performing, college preparatory schools in community school districts 16, 17, 23 and 32 (as summarized in the table in Response 24(b)), the educational benefits of the Achievement First model are particularly significant. These benefits include:

- A school environment that is safe (both emotionally and physically) and orderly so that students can focus on learning.
- A rigorous curriculum aligned to the Common Core State Standards and designed to ensure that students are competitive with the best schools in the country.
- Instruction that helps students master the complex content and advanced skills necessary for success in college and career.
- A school-wide focus on character development that helps students enhance the leadership skills necessary to become leaders in their communities.

Achievement First Charter School 12

Accountability Plan
For the Accountability Period 2015-16 through 2019-18

ACADEMIC GOALS

Goal I: English Language Arts

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

Middle School Measures:

Absolute Measures

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

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

Comparative Measures

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

- Each year,the school will exceed its predicted level of performance on the state English language arts examby an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

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

High School Measures:

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the

college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

- Each year,the Accountability Performance Level (APL) 9 on the Regents English exam of students completing their fourth yearin the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

- Each year,the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal II: Mathematics

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

Middle School Measures:

Absolute Measures

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

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

Comparative Measures

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

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

Growth Measures

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

High School Measures:

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

- Each year, Accountability Performance Level (APL) 11 on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal III: Science

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

Middle School Measures

Absolute Meaures

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

Comparative Measures

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

High School Measures

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents Science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Goal IV: Social Studies

Goal: Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

High School Measures

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Goal V: No Child Left Behind (NCLB)

Goal: The school will make adequate yearly progress.

Absolute Measure

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

Goal VI: High School Graduation

Goal: Our students will graduate high school prepared to succeed personally and academically at their college of choice.

Absolute Measure

- Each year, 75 percent ofstudents in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

- Each year, 75 percent of students in the second year high school Total Graduation cohort will score at proficient on at least three different New York State Regents exams required for graduation.

- Each year, 75 percent of students in the fourth year high school Total Graduation cohort and 95 percent of students in the fifth year high school Total Graduation cohort will graduate.

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation cohort graduating will exceed that of the cohort from the local school district.

Goal VII: College Preparation

Goal: Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

- Each year,the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.

- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

3. Proposal History

(a) Applicant Information

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

The Board of Trustees of Achievement First Bushwick Charter School is applying for this charter under the Achievement First Bushwick Charter School Education Corporation. The Board is led by Chair Deborah Shanley and is an experienced and effective governing body. The Board approved application for AF Charter 12 at the June 2, 2014, the minutes of which can be found in Response 24(b).

(b) Community Outreach

Explain:

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

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

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

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

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

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

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

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

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

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

[2] "Getting Started in Education Organizing" http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies_low.pdf, accessed 6/26/2014

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

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

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

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

The feedback we received overwhelmingly focused on the following themes:

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

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

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

Achievement First

Summary of Community Notification & Outreach

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

Government Officials

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

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

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

Community Based Organizations

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

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

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

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

Direct Community Outreach

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

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

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

Media Coverage

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

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

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

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

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

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

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

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

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

About Achievement First

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

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

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

For more information, please visit www.AchievementFirst.org.

Achievement First
PUBLIC CHARTER SCHOOLS

Our Approach | Schools | Results | About Us | Enroll

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

WILLIAM BERKLEY
Board Chair

[redacted]

About Us

- History
- Diversity
- Board
- Leadership Team

Achievement First Press Releases

Achievement First Plans to Open New Public Charter Schools in Central Brooklyn
6/13/14

Achievement First Announces Distinguished Teachers

[redacted]

Publications Contacted About AF Brooklyn Academy Charter School Proposal
AM NY
AP
Brooklyn Community Access Television
Brooklyn Daily Eagle
Brooklyn Downtown Star/Queens Ledger
Brooklyn News 12
Brooklyn Paper
Brooklyn's Progress
Daily News
DNAinfo
East Hampton Independent
El Diario
El Especialito
GothamSchools (Now Known as Chalkbeat)
Hechinger Report
Impacto Latin News
Inside Schools
Metro New York
NBC 4
New York City News Service
New York Magazine
New York Post
NY1 News
NYS Public Radio Network
Reuters
SchoolBook
Talking Points Memo
The Daily Challenge
The Epoch Times
The Haitian Times
The Huffington Post
The New York Times
The Village Voice
The Wall Street Journal
Time Out New York KIDS
WABC-TV
WINS-AM

[redacted]

Rhea Byer-Ettinger

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

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

Recurrence: (none)

Meeting Status: Meeting organizer

Organizer: Rhea Byer-Ettinger
Required Attendees: Lucia Mattox; Angela Tucker
Optional Attendees: [redacted]; Loiseau, Adrienne; Guerschmide Saint-Ange; Chastity Lord; Devyn Humphrey; Tony Siddall; [redacted] Denise Ashley
Resources: Adams St Many Minds - RM408 (12-16 ppl)

Hello,

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

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

Please feel free to reach out with any questions.

Best,
Rhea

Rhea Byer-Ettinger

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

Dear Achievement First Partner-

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

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

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

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

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

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

Thank you so much for your input.

Sincerely,
Rhea

Rhea Byer-Ettinger
Associate, External Relations
Achievement First

335 Adams Street, Suite 700| Brooklyn, NY 11201

Education=Freedom
www.achievementfirst.org

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

Rhea Byer-Ettinger

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

Hello Ms. Adeum-John,

I hope this email finds you well.

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

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

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

I look forward to hearing from you.

All the best,
Rhea

Rhea Byer-Ettinger
Associate, External Relations
Achievement First

[redacted]01

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Rhea Byer-Ettinger

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

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

Recurrence: (none)

Meeting Status: Meeting organizer

Organizer: Rhea Byer-Ettinger
Required Attendees: [redacted]

Hello Verna,

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

Please let me know if your availability changes.

All the best,
Rhea

Achievement First

Community Leader Meeting

DRAFT AGENDA

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

Rhea Byer-Ettinger

From: Rhea Byer-Ettinger
Sent: Thursday, June 26, 2014 3:57 PM
To: [redacted]
Subject: Achievement First to open new K-12 schools in Central Brooklyn

Dear Community Board 3 Chair Kollock-Wallace,

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

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

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

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

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

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

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

Sincerely,
Rhea

Rhea Byer-Ettinger
Associate, External Relations
Achievement First

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

Education=Freedom
www.achievementfirst.org

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Request for Feedback and Input on the Proposed Charter Schools

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

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

Achievement First to Apply for Three New Charters

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

In its Brooklyn schools, Achievement First:

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

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

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

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

Questionnaire on the Proposed Charter Schools

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

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

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

  FEEDBACK:

Achievement First Charter Application Survey

Edit Survey

Preview Survey | Send Survey »

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

Aqua ▼ Create Custom Theme

TITLE & LOGO Edit Title + Add Logo

Achievement First Charter Application Survey

+ Add Page

PAGE 1 Edit Page Options ▼ Copy

Achievement First Charter Application Survey

+ Add Question ▼

Q1 Edit Question ▼ Move Copy Delete

1. In what part of Brooklyn do you reside?

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

What is your zip code?

+ Add Question ▼ Split Page Here

Q2 Edit Question ▼ Add Question Logic Move Copy Delete

2. Do you have school-aged children?

No

Yes

+ Add Question ▼ Split Page Here

Q3 Edit Question ▼ Add Question Logic Move Copy Delete

3. Do you work with school-aged children?

Yes

No

+ Add Question ▼ | Split Page Here

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

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

No

Yes

Additional comments:

+ Add Question ▼ | Split Page Here

Q5 Edit Question ▼ | Move | Copy | Delete

5. Please share any suggestions or requests for this proposal

+ Add Question ▼

+ Add Page

Back to My Surveys | Preview Survey | Send Survey »

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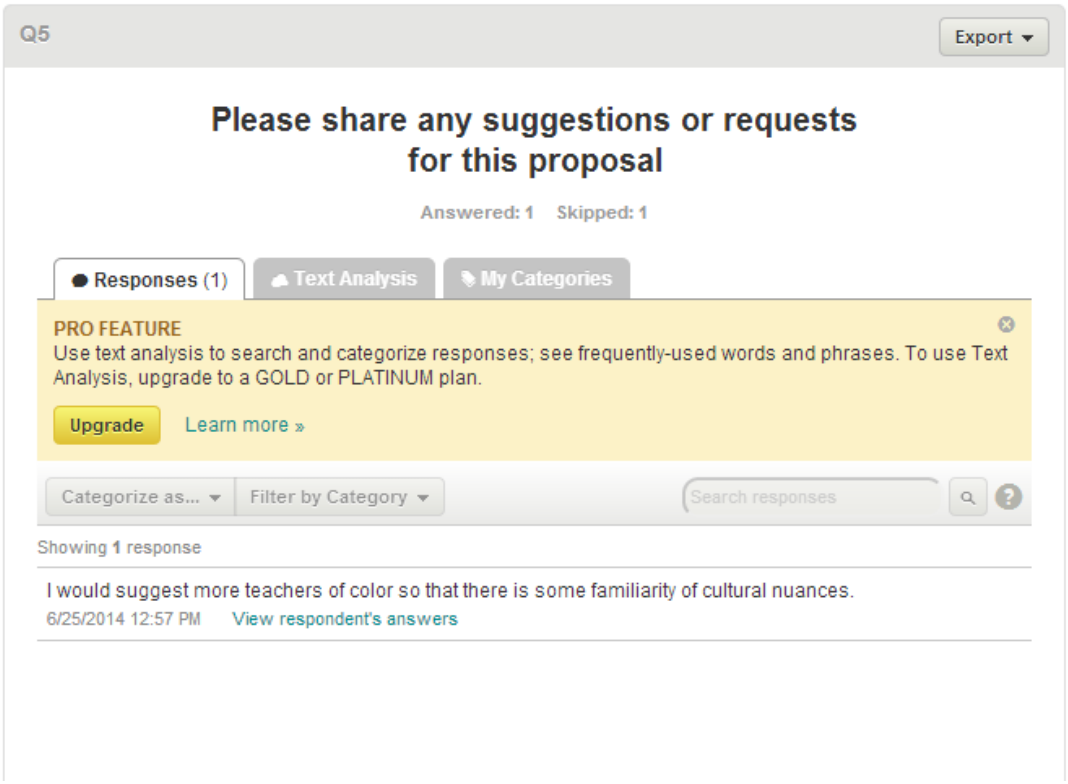

Q5
Export
Please share any suggestions or requests for this proposal
Answered: 1 Skipped: 1
Responses (1)
Text Analysis
My Categories
PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.
Upgrade
Learn more »
Categorize as...
Filter by Category
Search responses
Showing 1 response
I would suggest more teachers of color so that there is some familiarity of cultural nuances.
6/25/2014 12:57 PM
View respondent's answers

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

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

Name	Organization	CSD	Notes
***Digna Layne	Good Shepherd Services	16	• Digna Layne and Good Shepherd Services support Achievement First opening additional K-12 charters • Ms. Layne's grandchild attended an AF school but ended up removing him in 3rd grade • Strongly believes that the AF and the charter school model in general is a great option for some kids and families • AF wasn't a good fit for her family, because she wanted to partner more with the school on helping her grandchild succeed, but felt that the school was not open to a partnership • Since her grandchild is very active, she was asked to come into the school a lot to sit with her grandchild for extended periods of time and this isn't feasible or sustainable for working parents.
***Ronica Webb	Bedford Stuyvesant Community Partnership Program	16	• Ronica Webb and Bedford Stuyvesant Community Partnership Program support Achievement First opening additional K-12 charters • Ms. Webb's own daughter is in a charter school and while it is a good fit for the family, she realizes that it is not a one size fits all model. Aspects of the discipline policies, curriculum and being outcomes-driven may not work for everyone • Charter schools can better support their parents in supporting children with academics. Not everyone feels naturally equipped to do this, especially given the rigor in charter schools. • Charter schools can strike a better balance of empowering parents to advocate for their children while also being open to constructive criticism when there is room for growth (for the parent or the child)
***Renee Muir & Carmen Worrell	Brownsville Multi Service Center	23	• Renee Muir, Carmen Worrell and Brownsville Multi Service Center support Achievement First opening additional K-12 charters • Achievement First had extensive conversations with Brownsville Multi Service Center about AF's schools and our intention to open three additional charters, both in person and over email. • When informed that Achievement First intends to apply for three additional K-12 charter schools, Ms. Muir responded "Congratulations! We look forward to continuing to work with you!"

***Seidi Quinones	Hope Gardens Community Center	32	• Seidi Quinones and Hope Gardens Community Center support Achievement First opening additional K-12 charters • Ms. Quinones thinks charter schools are a great idea as they create more options for parents in communities where they are located • There are services that charters provide that DOE schools don't • Parents need to be better informed of all the school options available, including charters • Hasn't heard much about charter school co-locations, aside the challenge of shared space at IS 291 (231 Palmetto St., where MESA Charter HS is co-located)
***Mickey Ronan-Gross	ACE Integration Daycare Center	32	• Mickey Ronan-Gross is supportive of Achievement First opening additional K-12 charters • Ms. Ronan-Gross was enthusiastic about Achievement First opening additional K-12 charters. Although her feedback was limited, she was interested in submitting a letter of support for the applications, which can be found in Response 14c.
***Raul Rubio	Bushwick CPP	32	• Raul Rubio and Bushwick CPP are supportive of Achievement First opening additional K-12 charters • Mr. Rubio was enthusiastic about Achievement First opening three additional K-12 charters. Although his feedback on the applications was limited, he did want to submit a letter of support, which can be found in Response 14c.
***Tracey Barnett	Jumpstart	16, 17, 23	• Tracey Barnett and Jumpstart are supportive of Achievement First opening additional K-12 charters • Tracey Barnett was very enthusiastic about Achievements First's intention to apply for three additional K-12 charters. • While she did not have specific feedback on the proposal, she did offer to submit a letter of support on behalf of Jumpstart, which is included in Response 14c.
***Shanee Ross	Brooklyn College Early Childhood Development Center	23, 32	• Shanee Ross was very enthusiastic about Achievement First's intention to apply for three additional K-12 charters. • Ms. Ross, who visited AF Brooklyn and University Prep High Schools in May, also offered that she hopes for additional AF high schools, as she would like for her son, who will be entering high school next year, to have access to an Achievement First high school
***State Assembly Member Walter Mosley	District 57	16, 17	• State Assembly Member Mosley is supportive of Achievement First opening additional K-12 charters

***Eva Gordon	East New York CPP	23	• Eva Gordon and East New York CPP are supportive of Achievement First opening additional K-12 charters • Ms. Gordon and her colleagues at East New York CPP did not have specific feedback on Achievement First's applications to open three new K-12 charters. They did, however, have several questions about Achievement First's expansion, which we were able to answer for them. They wanted additional information on who else was informed about Achievement First's applications for new charters and where possible schools would be located.
Paulina Davis	Advocates for Children of New York		• Ms. Davis's work focuses on how charters serve children with special needs (in terms of support services and disciplinary practices) • She stated that great education is not just getting students from underserved backgrounds in the door during recruitment season, but also really strengthening school supports for SPED and ELL students. She emphasized the importance of making sure students get what they need and share these successes during recruitment. • Some key questions she asked were: Are there enough SPED teachers? Does AF have eyes on emerging immigrant populations to know what language services families need? • AF should ensure that families can actually be heard beyond the PLC structure. • In representing families in issues of access and equity in school, ensure students at AF have access to a full, alternative day of instruction if they are suspended. This is what students are entitled at DOE schools.
Julie Taylor	Brownsville Community Justice Center		• In her work in Brownsville, Ms. Taylor sees young people are too often disconnected to the education system so creating more education options that can reengage them would be better. There is definitely a need for more resources in the community, implemented in a responsible way. • Some of her clients who were in charter schools have been pushed out due to discipline policies so she is mindful that this may be a recurring issue if interventions are not in place • She wasn't aware that Achievement First was already in Brownsville; she only knew of ROADS Charter
Mark Winston Griffith & Anthonine Pierre	Brooklyn Movement Center		• Brooklyn Movement Center organizes parents at traditional public schools in CSDs 16 and 17 but have not branched out to charter schools yet • Mr. Winston Griffith and Ms. Pierre do not have opposition to Achievement First potentially opening charter schools in CSDs 16 or 17 • Their main question about Achievement First's application for additional charter schools was if the schools would be co-located and what that process would look like

Amy Ellenbogen	Crown Heights Community Mediation Center		• Several of Ms. Ellenbogen's colleagues visited Achievement First schools in Crown Heights and were very impressed. The center has partnered with Achievement First on three different occasions provide workshops to help students cope with violence • There is a sense that Achievement First focuses on its own school culture and does not incorporate community culture enough in to the classroom
Verna Ademu-John	Brooklyn Restoration Plaza		• Ms. Ademu-John Most concerned about the relationship between charter schools and traditional public schools in Brooklyn. • She would like to see resources shared between schools so that all schools can improve.
City Council Member Rafael Espinal	District 37		• Council Member Espinal is familiar with Achievement First as he has visited AF Apollo school, located in the same building where he went to junior high, and has been invited to several AF school events • He is interested in knowing where the new schools will be sited and sees successful co-location as a very important component of his ability to support the new charter schools
State Assembly Member Martiza Davila	District 57		• While the Assemblywoman is wary of co-locations, she is open to discussing these arrangements early in the expansion process • She encourages charter school leaders in co-located spaces to build relationships with other school leaders in the building and to the extent possible, share resources with the other schools.
City Council Member Laurie Cumbo	District 35		• Achievement First had multiple interactions with Council Member Cumbo's office, specifically her Chief of Staff. She is fully aware that Achievement First intends to open three K-12 charter schools. • Council Member Cumbo's office received the survey and request for feedback. Her Chief of Staff promised a response to the questionnaire. To date, we have not received it. However, we have a strong relationship with her office and expect the responses from her, which we will take into account as we plan for additional charters.
Michelle Etwaroo	Pratt Area Community Council		• Ms. Etwaroo was informed of Achievement First's intention to apply for three K-12 charters. While she did not have specific feedback, she looks forward to continuing to partner with Achievement First.

4. School Enrollment

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

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

Achievement First Charter School 12 will open in the fall of 2015, initially serving 5th grade students. The plan at capacity is to serve approximately 795 students in grades 5 through 12. As each school grows it will be subdivided into distinct academies: middle (5-8), and high school (9-12). Enrollment in the first year will consist of 92 5th grade students. We anticipate there will be four sections of each grade, 5-8. As our students progress from one grade to the next we expect there will be some natural attrition as students move away from the community, and we intend to fill all available seats to maintain consistent enrollment across grades and year to year. We believe deeply in the role of AF schools as exemplars in public education, and if we do not replace students who leave with new students from the community, we cannot truly say that we are serving the same population as our district peers.

Enrollment: AF Charter School 12

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans 2026-2027
*K	5						90
1	6						90
2	7						92
3	8						92
4	9						92
5	10	92	70	92	92	92	92
6	11		90	92	92	92	92
7	12			92	92	92	92
8	13				92	92	92
9	14		90	118	118	118	118
10	15			110	110	110	110
11	16				105	105	105
12	17					94	94
Ungraded							
Total Students		92	250	504	701	795	1036
Classes Per Grade		3	3	3	3	3	3
Average Number of Students Per Class		31	30	29	28	27	27

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

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

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

Enrollment: AF Bushwick Education Corporation

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

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

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

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

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

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

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

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

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

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

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

Additional Supports for Middle School Scholars

Middle school has been a particular area of focus as Achievement First has revamped its academic program, as described above. While middle school achievement in math has historically been relatively strong, achievement in ELA has been far too low, which has been made even more clear through the Common Core transition. In addition to the core elements of the academic program that are incorporated by reference, Achievement First Charter School 12 will offer two programs that are specifically designed to prepare middle school scholars for rigorous high schools and increasing achievement for at-risk adolescents.

First, in 2013-14 Achievement First middle schools piloted the a new approach to writing modeled on (and aligned to) the AF high school "process based assessment," which is described in detail below on Page 3 under the bullet, "Analytical Writing". The middle school will use the AF Analytical Writing Rubric, which has been expanded so that it is vertically aligned from grades 5-12. As noted below, this rubric is based on reviews of student writing from the top public and private high schools in the country, College Board materials, and AP exam rubrics. It is designed to norm expectations across all middle school teachers for the level of rigor necessary to compete with succeed in rigorous high schools. The rubric assesses student writing on the complexity and logic of argumentation, the use of evidence, the quality of language, and the scholar's process of revision and publishing. Students complete a process-based assessment cycle every three weeks in history and literature, and the evaluation of their analytical essay guides their learning goals for the next cycle.

Second, our middle schoolers will participate in the First Generation Initiative ("FGI"), a mentoring program designed to support students who are the first in their family to go to college. We estimate that approximately 85% of our students will be first generation college students, and research shows that lowered educational expectations for these students begin as early as middle school,[1] and that they often need additional support to get to and through college. FGI is spearheaded by Achievement First Chief External Officer Chastity Lord, creator of National Proof Point Day (a celebration of first generation college students and graduates) and former regional Vice President for the Posse Foundation (a noted college persistence organization). FGI recruits mentors, who are themselves first generation college graduates, to work with small groups of students to strengthen the character traits necessary to succeed in college and college-preparatory high schools. In addition to building relationships and serving as role

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

models (both of which are research-supported practices for building resilience in young people), the FGI mentors accompany first generation AF students on college and workplace visits. The FGI mentors, as adults who are neither parents or teachers, are uniquely able to help students make connections between the high expectations of Achievement First middle schools and the long term life goals the students hope to achieve. The mentors' life stories serve as invaluable inspirations and models for adolescents to take responsibility for their own learning and personal trajectory.

High School Academic Program

Achievement First has the benefit of seven years' experience operating high performing high schools. Since Achievement First Amistad High School opened in 2006, we have continually refined and improved the Achievement First high school model. The results speak for themselves: all six of our graduating classes across New York and Connecticut have earned 100% acceptance to college. There are two particularly important drivers in the continuing development of the high school program:

- The nationally recognized David Conley Framework for college readiness, which is a research-driven approach for preparing students who are risk of not graduating to succeed in college.
- Extensive research on the best high schools in the country, including traditional public schools, charter schools, and private schools. Specifically, this research has focused on examining student work from these schools, to make sure that our curriculum and assessments set the highest possible bar for our scholars.

The Conley Framework, as implemented in Achievement First high schools, has four components:

1. **Key Cognitive Strategies.** The Achievement First program fosters the development of the "key cognitive strategies" critical to college-level work. This includes the ability to break down daunting problems into solvable pieces, conduct research, and interpret evidence. Studies show that students with these skills are better prepared for a smooth college transition and less likely to require remedial courses that might otherwise threaten persistence.
2. **Core Content Knowledge** The Achievement First curriculum ensures that scholars master areas of content knowledge predictive of college success. This includes a set of overarching academic skills (for example, the ability to read and write for a variety of audiences), along with building-block knowledge specific to core academic subjects (word analysis, mastery of the scientific method as a mode of inquiry, etc.)
3. **College Knowledge.** Since many Achievement First scholars are the first in their families to go to college, ensuring that they know what to expect is critical to ensuring their success. To this end, scholars receive individual counseling as well as financial aid and personal statement coaching to guide them through the application process, along with a required college readiness seminar to help them prepare emotionally and socially for arrival on campus.
4. **Self-Management.** Before leaving high school, Achievement First scholars learn how to be effective college students. This includes training in time management, goal setting, study skills and self-monitoring, such that Achievement First graduates know how to tackle new and ambiguous assignments and seek out additional help as needed

The implementation of these strategies is described below.

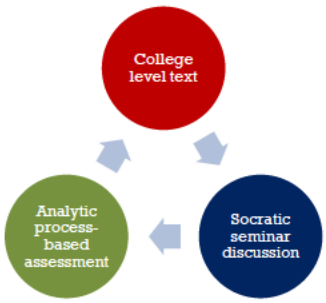
Conley Pillars 1&2: Key Cognitive Strategies & Key Content Knowledge

The essential support structures for the high school program are the same as those for Achievement First elementary and middle academies. Teachers will receive the same level of coaching and professional development at the high school, and they will use Interim Assessment results at Data Days to ensure all students are mastering rigorous academic standards. Consistent with the staffing model in Exhibit 12, the high school will be staffed such that the instructional leaders (the principal, academic deans, and special services coordinator) are able to set the vision and carry out the systems to support a high quality academic program. All administrative and operational tasks will be covered by the operations team, and the college readiness team will add significant capacity for college-specific preparation. As a result, the instructional leaders will have the time to provide intensive coaching for all teachers, driven by the AF *Essentials Observation Rubric*. Each of the components is summarized below.

- **Core Content Knowledge:** Like the K-8 program, the AF high school curriculum is driven by the Common Core State Standards in English and math, and New York State and national standards in Social Studies, Science, and Foreign Language. The scope and sequences are also infused with content from the AP and SAT exams. Interim Assessments are designed by the network teaching and learning team to correlate with Regents, SAT, and AP exams. Students must take and pass four years of literature, composition, science, and history in order to graduate, as noted above in the promotion and graduation section.

- **Key Cognitive Strategies:** Higher order cognitive skills like close reading, critical reasoning, and problem solving are the foundation of college success. Each academic class is designed to challenge students to synthesize complex or competing arguments into coherent explanations; to use data and evidence to explain events and defend arguments; to apply problem solving skills to different situations; and to think critically about subject matter to guide research and identify the most relevant and valuable materials. In math and science, scholars use the CASIO problem-solving rubric to develop a repertoire of transferable problem-solving skills. In English and history, scholars will develop these skills through discussion seminars and debates, and through extensive analytical writing (described further below).

- **Analytical Writing:** According to the College Board, scores on the writing section of the SAT are the most predictive of any SAT section of future college GPA. Writing is critically important for college level work, and for the continual development of increasingly advanced cognitive strategies. The AF Bushwick high school grades will employ the process-based assessment cycle shown in the diagram below to build higher order thinking and writing skills.



In this cycle, students read college level texts, and then explore these texts in Socratic seminar discussion. Having explored new content through the text and pushed their thinking in structured discussion with peers, scholars complete analytical essays to make evidence-based arguments about the subject matter. The high school will use the AF Analytical Writing Rubric, which the high school team developed in 2009 based on reviews of student writing from the top public and private high schools in the country, College Board materials, and AP exam rubrics. It is designed to norm expectations across all high school teachers for the level of rigor necessary to compete with graduates of top high schools. The rubric assesses student writing on the complexity and logic of argumentation, the use of evidence, the quality of language, and the scholar's process of revision and publishing. Students complete a process-based assessment cycle every three weeks in history and literature, and the evaluation of their analytical essay guides their learning goals for the next cycle.

Integration of Cognitive Skills, Content Knowledge, and Analytical Writing

Experienced high school operators know that proposing a program like this is easier than actually implementing it as an engaging and rigorous academic program. Through seven years of learning and continual improvement, Achievement First has developed the "Achievement First Seminar Cycle," which successfully integrates the components above into a multi-year, cross disciplinary learning experience in humanities. The Seminar Cycle integrates the three humanities courses required (i.e. non-elective) of all Achievement First scholars—literature, history, and composition—into a series of 12 coordinated cycles throughout the school year. Each cycle requires major collaboration between teachers and moves scholars through the following stages: directed reading and annotation, interpretive seminar discussion, summative writing, and evaluative discussion. Every three weeks, the process culminates in a formal, evidence-based essay required from every scholar at the close of each cycle. The Seminar Cycle works as follows:

Instructional Model: To better prepare scholars for the structure of post-secondary learning, the Achievement First Charter School 12 high school humanities courses will feature seminar-style teaching. By shifting from the typical questions asked of high school students (e.g., "What do you think about this reading?") to those generally posed to college students (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that scholars are able to:

- Use evidence to support their opinions
- Listen carefully to the ideas of their peers
- Synthesize multiple points of view into a more complex personal understanding of the text
- Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
- Construct college-preparatory papers that put forth scholarly assertions backed up by a coherent and compelling body of evidence

Coordinated Curriculum

At most traditional high schools, writing is taught by individual subject area teachers and only as time permits. As a result, teachers must choose between covering key content and communicating critical writing skills. Meanwhile, students receive conflicting messages as to which strategies to use to develop strong essays. To address this issue, Achievement First

requires four years of composition instruction for all scholars. This represents one key aspect of Achievement First's coordinated humanities curriculum: a system of three-week cycles in which composition serves as the glue between literature and history learning. In a given cycle, while literature teachers introduce new material for reading and annotation, history teachers move from annotation to discussion, and composition classes help scholars craft evidence-based essays rooted in the previous two stages. Over the next three weeks, as history classes move on to new material, literature progresses to the discussion phase and composition turns to literature content. By the end of the school year, each scholar has produced 12 evidence-based essays, which serve as measurable signposts on his or her path to college.

Collaborative Teaching

The Seminar Cycle requires significant and meaningful teacher collaboration. Before each new cycle begins, content and composition teachers meet to develop an evaluative question that will guide instruction (e.g., "Was the Civil War inevitable?") along with an exemplar of the essay they expect scholars to produce. They come together again at the end of the cycle, this time to assess completed essays against the exemplar, along with Achievement First's interactive writing rubric, which is available free and open source on the Achievement First website. Beyond fostering strong teacher-to-teacher relationships and opportunities for professional growth, this process reinforces a focus on student outputs, thereby allowing teachers to identify execution gaps that might otherwise hinder post-secondary success.

Conley Pillar 3: Self-Management Skills

Success in the highly self-directed environment of college requires a distinct set of personal skills, and the AF Charter School 12 high school grades will emphasize two areas in particular: academic ownership and character development. Academic ownership is the scholar's belief that s/he is ultimately responsible for his or her own academic success, along with the goal setting and goal tracking skills to embody this responsibility through daily behavior. High school students will track their own progress on the website Edline.com, and will work with advisors to set their own academic goals. Over the course of the year and as they progress through the grades, teachers will require students to do more and more of the intellectual "heavy lifting" during the process-based assessment cycle and in science labs. As is the case at the elementary and middle academies, character development will be infused into every element of high school life at AF Charter School 12. Guided by the character development rubric of **Community, Humility, Participation, Reflection, Integrity, Determination, and Integrity,** students will develop the social emotional learning skills necessary to be leaders in college. These values will be emphasized in advisory, in "character case conferences" when disputes or misbehaviors arise, and in the daily culture of the school.

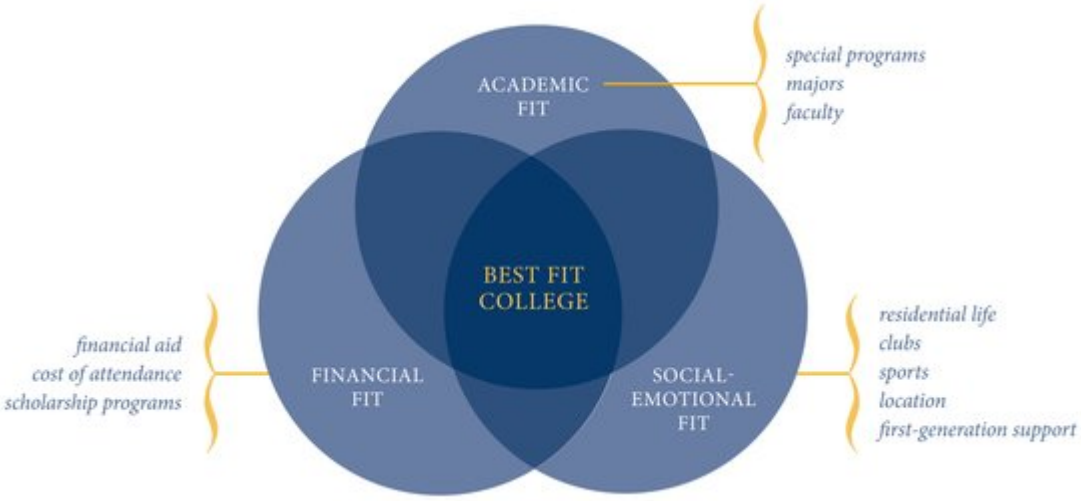
Conley Pillar 4: College Knowledge

Given that 85 percent of our scholars are likely to be the first in their families to graduate from college, Achievement First Charter School 12 has a profound responsibility to prepare our scholars to understand and meet admissions requirements and to learn the skills required to navigate the complex application and enrollment process. Over the past seven years of operating high performing high schools, Achievement First has built a program based on six key "levers" to ensure that our scholars earn acceptance to college:

The programmatic components of each of these levers are described below.

College Process

At AF, guidance through the college process is in-depth and deliberate; we understand that scholars who select colleges that best fit their needs are more likely to succeed and persist toward graduation. That's why we provide the highest degree of individualized attention, meeting with scholars and their families to ensure they are well-informed about each college of interest, and supporting scholars in putting forth the strongest possible applications. At AF high schools, college counselors help scholars build their "best-fit" college lists based on three considerations that ensure college admission and success: academic fit, financial fit and social-emotional fit.



We only recommend schools that offer significant financial aid and provide robust support for first-generation, low-income students. We suggest schools with high graduation rates for students of color and strong retention rates for underclassmen.

In helping scholars and their families create best-fit lists, we carefully consider GPA, SAT scores and character record. A scholar's preference survey is used to determine whether the school makes a good social fit, weighing factors including distance from home and the size of the campus. The result takes the guesswork out of college list creation. Once the list is developed, we walk scholars and families through the complex application process.

College Going Culture

The "college-going culture" at Achievement First Charter School 12 will infuse every aspect of the school day and year. It's an ethos that takes shape in the earliest days of kindergarten as scholars stream into banner-covered classrooms, shout cheers from their teachers' alma maters and develop the earliest skills as effective, self-motivated learners—an attitude that finds full expression in the halls of AF's high-performing high schools. When scholars begin the high school leg of their Achievement First journey, this college focus shifts from underlying ethos to unrelenting refrain. From the moment they walk through our doors, every scholar is given the tools and motivation to summit the climb to college.

To help scholars understand the high-stakes nature of their secondary school years, Achievement First takes a multi-faceted approach to building its comprehensive college-going culture. Beyond the rhetoric of rigor and high expectations shared across teachers, leaders and staff, the pennants and posters lining our physical space stand as a steady reminder of the common goal behind the day-to-day hard work. Walking the hallways, Achievement First Charter School 12 high school scholars will find the alma maters of great public figures, see the GPA and SAT scores required for admission to various colleges and universities, stroll past a map that shows where AF alumni are attending college, and glance at individual teacher bios detailing where they went to school, how they got there and how their experiences shaped their futures.

Meanwhile, school calendars jam-packed with special events, trips and recognition ceremonies will keep our scholars motivated and focused on the goal ahead. On trips to colleges throughout their four years, scholars not only take the usual admissions tour, but also visit dorms, eat meals in the dining hall and sit in on lectures—all to help them gain a clear picture of the excitement and independence of college life. As freshmen and sophomores, our scholars participate in large groups geared to increase college knowledge and build enthusiasm. By junior year, scholars visit colleges in smaller, differentiated groups based on their academic performance. As college acceptance letters roll in, school leaders share admissions news at the daily culture breakfast to the sounds of scholar snaps and shout outs.

At Achievement First, the expectation of college graduation is just the first step. Beyond instilling scholars with a sense of what is possible through our powerful, college-going culture, our teaching staff and college counselors work to equip each and every scholar with the skills, self-knowledge and extensive preparation required to bridge the gap between the expectation of college and what it takes to make it a reality. Given that 85 percent of our scholars will be the first in their families to attend college, we have profound responsibility to prepare them to understand and meet admissions requirements and to learn the skills required to navigate the complex application and enrollment process.

To meet this pressing need, Achievement First requires four years of completed coursework in our College Readiness Seminar—the class in which scholars acquire the tools and information to take control of their academic futures. By incorporating college readiness into the daily schedule, our high schools amplify their college-going cultures and unwavering commitment to 100 percent college acceptance and enrollment.

College Readiness Seminar
Closely aligned with the college application process, the course curriculum for the College Readiness Seminar progresses through a sequence that develops along with our scholars as they move through their high school careers.

In 9th and 10th grades, the class meets two days per week with a focus on academic performance and academic awareness. During these early years of high school, the College Readiness Seminar supports scholars through the pivotal transition from middle school to high school. The explicit instruction provided in the College Readiness Seminar helps our scholars understand the relationship between a rigorous high school experience and college persistence. It also helps them take ownership of their academic futures and learn to communicate professionally with teachers and other adults with whom they are trying to develop relationships—from emails and phone calls to interviews and impromptu encounters.

In 11th grade, the focus shifts to time management, building preliminary college lists and extensive SAT preparation. By 12th grade, the class meets four times per week and guides scholars through every academic and financial step of the application process, including writing personal statements, requesting recommendations, compiling supplemental materials and comparing financial aid packages. In the spring semester, once scholars have matriculated to their colleges of choice, college readiness shifts to a Transitions Class to ensure that scholars are academically, financially and socially prepared for what they will encounter on campus.

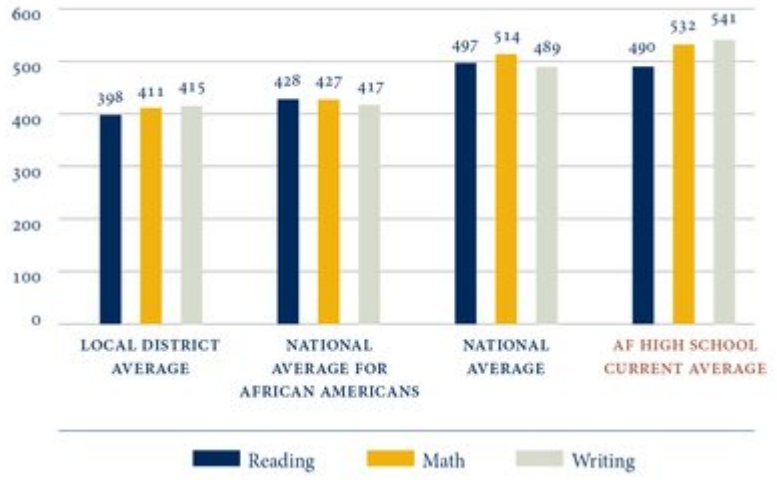
College Entrance Exams
Although college entrance exams like the SAT and the APs are just one indicator of an individual scholar's overall college readiness, they stand as critical gatekeepers to college acceptance and are an important reflection of overall preparation. That is why Achievement First Charter School 12 will approach the SAT as the single most important test scholars take. With the stakes so high, our high schools employ a three-pronged, comprehensive approach designed to close a critical gap between the preparation available to our scholars and that provided to their more affluent peers.

- **Integrated Curriculum**
  By embedding SAT and AP skills and content into every course, AF teachers ensure that scholars develop strong vocabularies, learn to read and analyze rigorous texts, and feel comfortable attacking complex word problems long before testing dates approach. This whole-school integration is embodied by colorful SAT vocabulary magnets adorning rows of lockers and school-wide events designed to pump up scholars before their exams.
- **Practice Exams & Prep**
  Achievement First scholars take a practice PSAT in 9th grade, actual PSATs in 10th and 11th grades, SAT and SAT IIs beginning in 11th grade, and AP exams in 10th to 12th grades. To

prepare for high-stakes, 11th-grade testing, all juniors receive two days per week of differentiated SAT prep taught by talented, committed English and math teachers.

- **Saturday Academy & Summer Boot Camp**
  Juniors receive three hours of SAT tutoring on Saturdays, along with a no-holds-barred, three-week SAT summer boot camp in advance of their 12th-grade year.

Since our first graduating class in 2010, AF has nearly doubled the percentage of scholars scoring above 1,000 on the SAT—a critical access point for the most competitive college admissions and a promising indicator of the effectiveness of our integrated curriculum and expanded test-preparation approach. SAT results across Achievement First high schools are significantly higher than the national average.



Summer Programs

Achievement First Charter School 12 high school will offer three summer program pathways that offer enriching, low-stakes learning experiences beyond the classroom. The broad array of summer opportunities are crucial to our mission: they foster college persistence by pushing scholars beyond their comfort zones as they explore future opportunities. These experiences also make them more competitive applicants for prized college seats and scholarships. All AF high school scholars are required to complete summer programs after 9th, 10th and 11th grades.

These programs also serve as a dry run for the college application process. While in pursuit of summer opportunities, our scholars practice résumé writing, interviewing and writing personal statements, and, through this process, they also gather information they will later need to make informed choices about colleges and majors. The impact of these programs on our scholars' development is monumental; almost all of our scholars write about their summer program experiences on their college essays, highlighting growth and enrichment opportunities historically afforded only to their more affluent peers.

Summer programs greatly enhance our college-going culture since scholars don't have to wait until the college application season in their senior year to learn how their grades and character

records impact admissions decisions. For scholars who maintain a GPA above 3.0 and have strong character records at their schools, a summer program includes a several-week stay on a college campus. Every summer, AF scholars receive more than $60,000 in financial aid to attend programs at Choate Rosemary Hall, Yale, Boston University and a variety of other prestigious institutions.

AF aims to provide each scholar with the opportunity to complete at least one pre-college program, during which they learn many valuable skills. Scholars in good academic and character standing earn internships at organizations including Moody's, McKinsey, and the American Civil Liberties Union. In the summer of 2014, for example, 15 Achievement First scholars will intern at McKinsey and conduct case studies with consultants there, and one scholar will intern with Delta Airlines, flying to Atlanta to experience components of pilot training, including the flight simulator.

Meanwhile, other scholars who meet basic academic and character goals take part in enrichment programs ranging from salsa to advanced visual art. For these scholars, the programs offer life-changing character development opportunities, like hiking trips and arts programs.

Alumni Support

At Achievement First, we celebrate the tremendous accomplishments of our high school graduates, but we recognize that the journey for these scholars is just beginning. Nationally, only 8.3 percent of low-income students graduate from college within six years. This is the reason that our work extends far beyond the intensive programming provided at the high school level to targeted alumni support designed to foster persistence and help scholars reach their college goals.

Achievement First Charter School 12 will employ alumni counselors to provide this critical support while working in partnership with college officials, alumni and families to ensure college success and degree attainment for all of our college scholars. The counselors maintain a vital connection with our alumni through emails, phone calls and on-campus meetings, and by helping to connect them with campus resources.

One Achievement First alum describes AF's alumni program support as "life-saving." Before her sophomore year, this scholar encountered a financial obstacle that threatened to make her upcoming semester unaffordable. Without her alumni counselor—who helped her set up a payment plan and find ways to reduce non-tuition costs—she would have been forced to drop out of school. Instead, the scholar stayed in college and took her counselor's advice—emailing her professors, utilizing the campus writing center and requesting extra credit— and had her most academically successful semester yet.

Through our Alumni Program, scholars will receive scholarships each semester in exchange for sharing their academic performance, course schedule and other information. This not will not only allow us to maintain a vital link with our alumni and identify areas where they may need outreach, but it will also provide us with data we can use to help our current scholars improve. For example, when counselors saw some of our scholars struggling in psychology and physics, the AF high school team worked to modify the high school science curriculum to help future

alumni succeed. In order to help our scholars feel more comfortable meeting with their professors, we instituted teacher office hours for high school juniors and seniors.

(d) Course Overview

High School Course of Study (Ninth through twelfth grades)				
Subject	**Freshman Year**	**Sophomore Year**	**Junior Year**	**Senior Year**
Literature	Literature I	Literature II	American Literature	Composition & Language/ AP Composition & Language
Composition	Composition I	Composition II	Composition III	Composition IV
Math	Algebra I/Geometry	Geometry/ Algebra II	Algebra II/ Pre-Calculus	Pre-Calculus/ AP Calculus
History	Global History	US History I	US History II/ AP US History II	Civics & Government
Science	Physical Science	Chemistry	Biology	AP Biology
Foreign Language	Spanish I	Spanish II		
College Readiness	College Readiness I	College Readiness II	College Readiness III	College Readiness IV
Physical Education	Note: Students must earn one credit in art and one credit in physical education each year. These credits can be earned through one semester of traditional art and one semester of traditional Physical Education, earning the remainder of the credits through completion of their choice of electives. Art electives include: sculpture, slam poetry, film, history of hip hop, and chorus. Physical education includes strength & conditioning and all sports.			
Art				
Other			SAT Preparation	

(e) Promotion and Graduation Policy

Promotion Policy

At Achievement First Charter School 12, promotion to the next grade means that a scholar is academically prepared for success in that grade. It will be the school's responsibility to help all students meet promotion criteria through great instruction, targeted interventions, and partnership with families. However, in the event that scholars do not meet these criteria, we believe it is a disservice to promote them into a grade for which they are not yet academically prepared. Our philosophy is that some students may meet standards at different times, but that ALL students must meet them. Because our mission calls for us to serve the most at-risk students, we are especially sensitive to the risk that non-promoted students will leave to attend a school with less rigorous academic standards. As such, we will communicate intensively with families whose scholars are in danger of retention. At the beginning of each year, and whenever new students enter the school, the leadership team will explain the promotion criteria in detail to ensure that families understand the rationale behind our high expectations.

The following may result in non-promotion to the next grade. The principal has final discretion to determine academic readiness for the following grade.

State Test Results (5-8)

- Score of 1 on any state test

Regents Results (9-12)

- Score below 75% for ELA and Algebra and 65% for all other Regents exams

Course Grades (5-8)

- Failing two or more of the following classes: math, reading, writing, history, and science

Course Grades (9-12)

- Failing two or more core/required class (math, reading, writing, history, science, college readiness, required elective) after the summer academy session is over OR
- Being deficient two credits from any year of high school upon entering the grade. Some examples:

Situation	Retention Decision	Reason
Scholar fails two classes in 9th grade, successfully completes summer academy, fails one class in 10th grade.	Will this scholar move to 11th grade? If he/she successfully completes summer academy, YES.	After 9th grade, he/she was behind two credits, one was made up in summer academy, he/she then failed another in 10th grade, but if that credit is made up in summer academy, he/she will only be one credit behind.
11th grade scholar has never failed a class before, but fails three courses in grade 11.	Will this scholar move to 12th grade? NO.	Even if this scholar attends summer academy, he/she will be behind two credits and scholars cannot enter a year of school more than one credit deficient. This scholar will repeat grade 11.

Summer Program Completion (9 – 12)

- Successful completion of an AF-approved summer program
    - Pre-College
    - Internship
    - Growth program
    - Summer Academy and/or SAT Boot Camp

Promotion for English Language Learners (ELLs):

Grades K-7: ELLs who have been enrolled in school in the United States for 2 years or fewer are exempt from the ELA test. Instead, they must show satisfactory progress (move up one proficiency level in reading, writing, speaking, and listening) on the NYSESLAT. For mathematics, they must score a Level 2 in English or their native language.

Grade 8-12: ELLs who have been enrolled in school in the United States for less than 1 year have a 1 year exemption for the ELA test, but must show satisfactory progress on the NYSESLAT. For mathematics, they must score a Level 2 in English or their native language.

Grades K-8: ELLs who have been enrolled in the United States from 2-6 years must show satisfactory progress (defined above) in English as a Second Language on the NYSESLAT OR achieve a Level 2 on the state ELA test. For mathematics, they must score a Level 2 in English or in their native language.
Grade 8-12: ELLs in 8th grade and beyond who have been enrolled in the United States for more than 1 year but fewer than 4 years must show satisfactory progress on the NYSESLAT OR achieve a Level 2 on the state ELA test. For mathematics, they must score a Level 2 in English or in their native language.

** Limited English proficiency may not be the sole basis for retention*

Promotion for Students with IEPs who are held to the standard promotional criteria (NOT modified criteria):

- These students must meet the standard criteria set out for all students. In cases where a student received a 1 on a state test, the school may consider a student portfolio of work to determine if the student does meet grade level standards (including writing assignments, classwork, projects, unit tests, etc.). The school may promote this student if the portfolio indicates >Level 2 proficiency and demonstrates that the student is prepared for the rigors of the next grade.

- At the first sign a student with an IEP is at risk of retention, the school must ensure that robust and appropriate supports are in place in order for the student to make appropriate academic progress.

- In the rare case where a student with an IEP is at risk of a double retention, the school must consider using a portfolio of work to indicate demonstrate grade level proficiency.

For students with IEPs who have modified promotional criteria and take state assessments:

- In the rare case where a student has a modified promotional criteria on the IEP, the school should clarify the exact modified criteria and the content they apply to (ELA and/or Math) at the beginning of the year, write a non-official IEP amendment, and communicate the promotional criteria to the parents. The modified criteria should explicitly outline the growth that the student will demonstrate and the way that growth will be measured (i.e. "Grow 1.5 grade levels as measured by STEP").

For students with IEPs who have modified promotional criteria and take alternative assessments:

- These students reflect <1% of our student population and are exempt from all standard promotional criteria; in these cases, promotion is based on meeting IEP Goals.

Graduation Requirements:

Course	# of Credits
Literature (9 – 12)	4
Writing (9 – 12)	4
Mathematics (to at least Pre-Calculus)	4

Science (to include Biology, Chemistry, Physics)	4
History (to include US and Global; Econ/Gov't in NY)	4
College Readiness Seminar	1
College Readiness - Health	.5
College Readiness - SAT Prep	1
Foreign Language	1
Electives (not including Art/PE/Composition/CRS)	4
Art/Music	1
P.E.	2

Non–Course Requirements	
Completion of approved summer program	3 credits
ELA Regents	Score of 75
Algebra Regents	Score of 75
One additional Math Regents	Score of 65
One additional Science Regents	Score of 65
US History Regents	Score of 65
Global History Regents	Score of 65
Required Community Service hours	Yes

Promotion criteria will also be clearly and explicitly described in the Family Handbook. We will use the conclusion of each trimester as key checkpoints for family communication and action planning to support students to meet promotion standards. The following table summarizes the type of communication required at each checkpoint:

End of Trimester 1	End of Trimester 2	End of Trimester 3
* **Conversation** at report card night (if parent is not present, must at least have conversation on the phone). * **Letter** stating that student's promotion is in doubt & why. * **Parent/guardian signed document** recognizing that promotion is in doubt & why.	* **Conversation** at report card night (if parent is not present, must at least have conversation on the phone). * **Letter** stating that student's promotion is in doubt & why. * Parent must come in for an **in person meeting** with dean or principal (beyond report card night meeting). * **Parent/guardian signed document** recognizing that promotion is in doubt & why.	* **Letter** stating that student's promotion is in doubt & why OR that student will definitely be retained. * Parent must come in for an **in person meeting** with dean or principal. * **Parent/guardian signed document** recognizing that promotion is in doubt & why.

This communication is designed both to ensure that families are aware as soon the possibility of non-promotion arises, and also to engage parents in supporting the specific interventions provided by the

school. Parent support is particularly important when interventions are provided after school or during Saturday academy, and when attendance problems are reducing instructional time for a struggling student.

In order to ensure the integrity of the diploma graduates earn upon completion of the high school course of studies, the faculty, staff, and administration are committed to consistently and judiciously upholding the graduation criteria. Students who do not meet the promotional criteria in a given year will not advance to the next grade and will instead be expected to repeat the same course of studies. The faculty, staff, and administration recognize that some students, depending on their educational development, will require more than four years to successfully meet the school's graduation requirements. Students who do not meet the graduation requirements within the traditional four-year period will be required to attend until they complete the remaining requirements. It should be noted that special education will be promoted based on meeting specific targets on their Individual Education Plan (IEP). AF works to write IEPs to set specific targets on the same assessments given to all AF students.

Coursework the Year after Non-Promotion
In general, students who are not promoted will repeat the full complement of core course for the grade failed again (for example, a 9th grade student who is not promoted will take 9th Grade Literature, Writing, Math, Science, and History the following year, even if they passed some of these classes the year prior). There may be exceptional cases in which a student would repeat the courses he or she failed and take the following year's courses in other subjects. In such a scenario, a student might be able to graduate in four years with exceptional effort, failing no other courses in future years, and intensive summer work.

6. Calendar and Schedules

(a) School Calendar

Provide the following

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

The academic school year at Achievement First Charter 12 will begin on August 17, 2015, and run through June 19, 2016. While our school calendar shares nearly all vacations and holidays with the New York City Public Schools, because of our early start, we have at least 185 instructional days. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them. Based on the number of students who need additional support, the school will decide annually whether or not to hold summer school.

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

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

2014-15 School Year Calendar:

AUGUST

20 First day of school (possible orientation day); half-day with afternoon PD
21 First day of school for all scholars Beg. Trim. 1

SEPTEMBER

1 Labor Day (No school for scholars)
2-19 BOY DRP Window
25- 26 Rosh Hashannah **(FYI)**

OCTOBER

3 Day of Practice #1 **NY**
6-21 BOY MPG Testing
13 Columbus Day **(**No school for scholars)
14-17 IA #1 Testing Window
22 100% Data Upload (IA, Baseline & Cycle 1 F&P/STEP , BOY MPG)
23 Midpoint Trimester 1
27 Data Day #1

NOVEMBER

4 Election Day (FYI), Progress Report Night (Half day for scholars)
11 Veterans Day (FYI)
17 Day of Practice #2 NY
26 Early Dismissal for scholars; End Trim. 1/Beg. Trim. 2
27- 28 Thanksgiving Break

DECEMBER

1-3 MOY DRP Window
2-5 IA #2 Testing Window
10 100% Data Upload (IA, Cycle 2 F&P/STEP)
15 Data Day #2
22- 31 Winter Break (No school for scholars)

JANUARY

1 - 2 Winter Break (No school for scholars)
12 - 16 MOY STAR Assessment Window
19 Martin Luther King Jr. Day (No school for scholars)
23 Midpoint Trimester 2
30 Day of Practice #3 NY

FEBRUARY

2-13 MOY MPG Testing Window
6-7 School Leader Summit
10-13 IA #3 Testing Window
16 Presidents Day (No school for scholars)
17-20 February Break (no school for scholars)
25 100% Data Upload (IA, Cycle 3 F&P/STEP, MOY MPG)
27-28 School Leader Summit Make-up Date

MARCH

2 Data Day #3 (Weather Makeup Day)
6 End Trimester 2/Beginning Trimester 3
12 Progress Report Night (Half day for scholars)
16 Day of Practice #4 NY (Weather Makeup Day)

APRIL

1 100% Cycle 4 F&P/STEP Data Upload*
3 Good Friday (No school for scholars)
6-10 Spring Break (No school for scholars)
14- 16 NYS ELA Test - Grades 3-8
22- 24 NYS Math - Grades 3-8

MAY

1 Midpoint Trimester 3
14- 15 Principal Retreat
20- 29 NYS Science - Grade 4 & 8 Performance
25 Memorial Day (No school for scholars)
26-29 EOY MPG Testing

JUNE

1 NYS Science - Grade 4 & 8 Performance
1-5 EOY MPG Testing; EOY DRP Testing
8 School site PD (Weather Makeup Day)
1-12 EOY Testing Window
16 100% Data Upload (EOY Assessment, F&P/STEP, EOY DRP, EOY MPG)
19 Last Day of School for scholars **(**early dismissal)
19 End Trimester 3
22 School Wrap-Up Day (Weather Makeup Day)

(b) **School Schedule**

Provide the following:

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

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

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

Middle (5-8) Core Instructional Time

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

High School (9-12) Core Instructional Time

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

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

Achievement First

Sample Middle School Schedule

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

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

Sample High School Schedule

	Student Schedule				Teacher Schedule
	Section 1	Section 2	Section 3	Section 4	
8:00 - 8:20	Breakfast				
8:25 - 9:20	Algebra I	Literature	Geometry	History	Literature
9:22 - 10:17	History	Physics	Reading Support	Composition	Prep
10:19 - 11:14	Composition	Algebra I	History	Adv. Physics	Prep
11:16 - 12:11	Extra Math	Composition	Physics	Literature	Literature
12:14 - 12:54	Lunch				Prep
12:57 - 1:52	Electives Block				Prep
1:55 - 2:50	Literature	Extra Math	Composition	Algebra I	Literature
2:52 - 3:47	Physics	History	Literature	Reading Support	Literature
3:52 - 4:40	**Small Group Intevention/Study Hall/Advisory**				Intevention/Adisory
4:45	Study Hall for Scholars on Academic Probation				

As these schedules illustrate, the teaching day includes substantial time for planning and collaboration, which we believe are essential ingredients for excellent instruction. The Friday afternoon professional development time, from 2pm to 5pm, ensures that all teachers have sufficient time for training, data analysis, grade and department meetings, and planning, and collaboration on a weekly basis. Reflecting our core value that "Teachers are Platinum," AF Charter School 12 teachers will have minimal duties outside their core teaching responsibilities, so that they can invest their extremely valuable time in academic preparation.

10. Organizational Chart

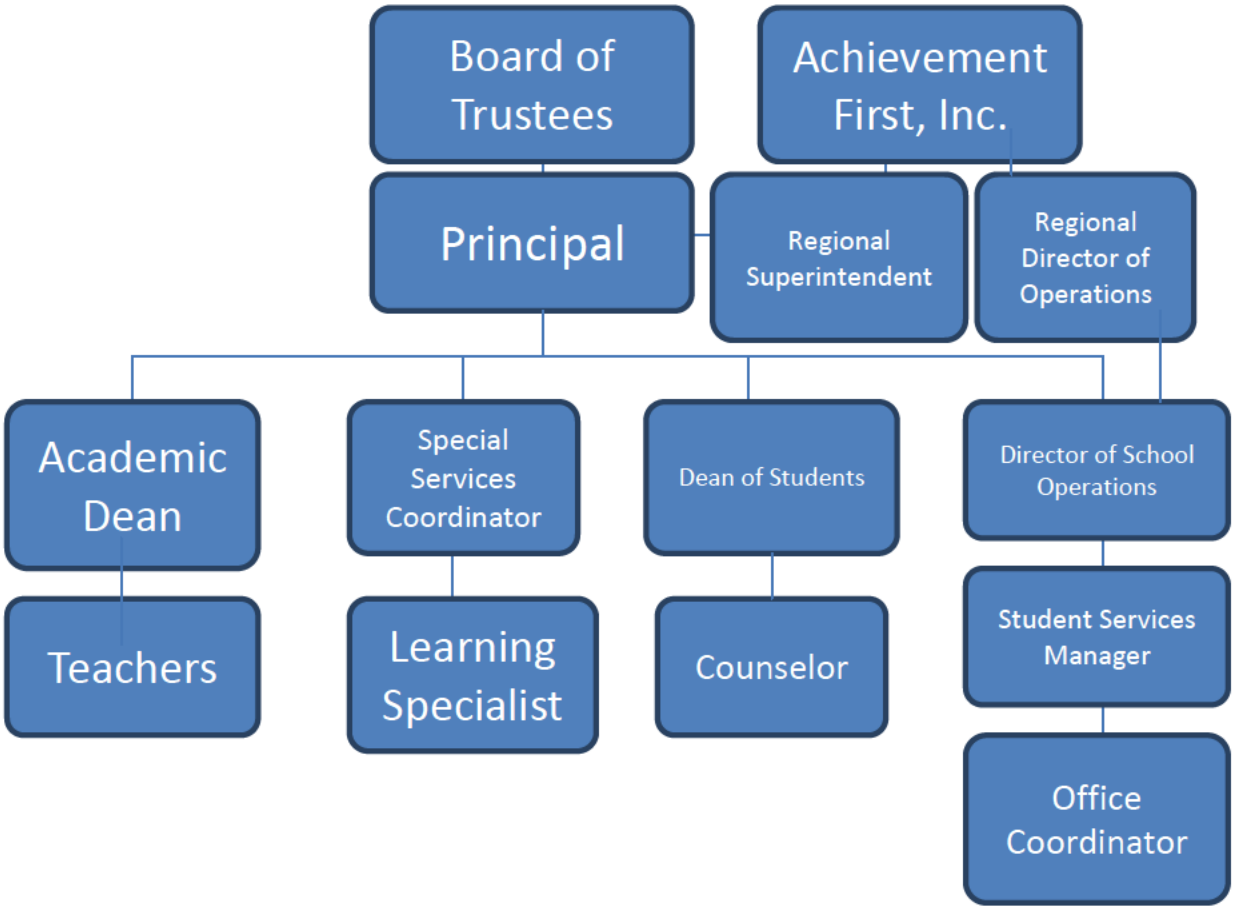
Provide an organizational chart for the individual school for at least the first and fifth years of operation and a narrative description of the charts.

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

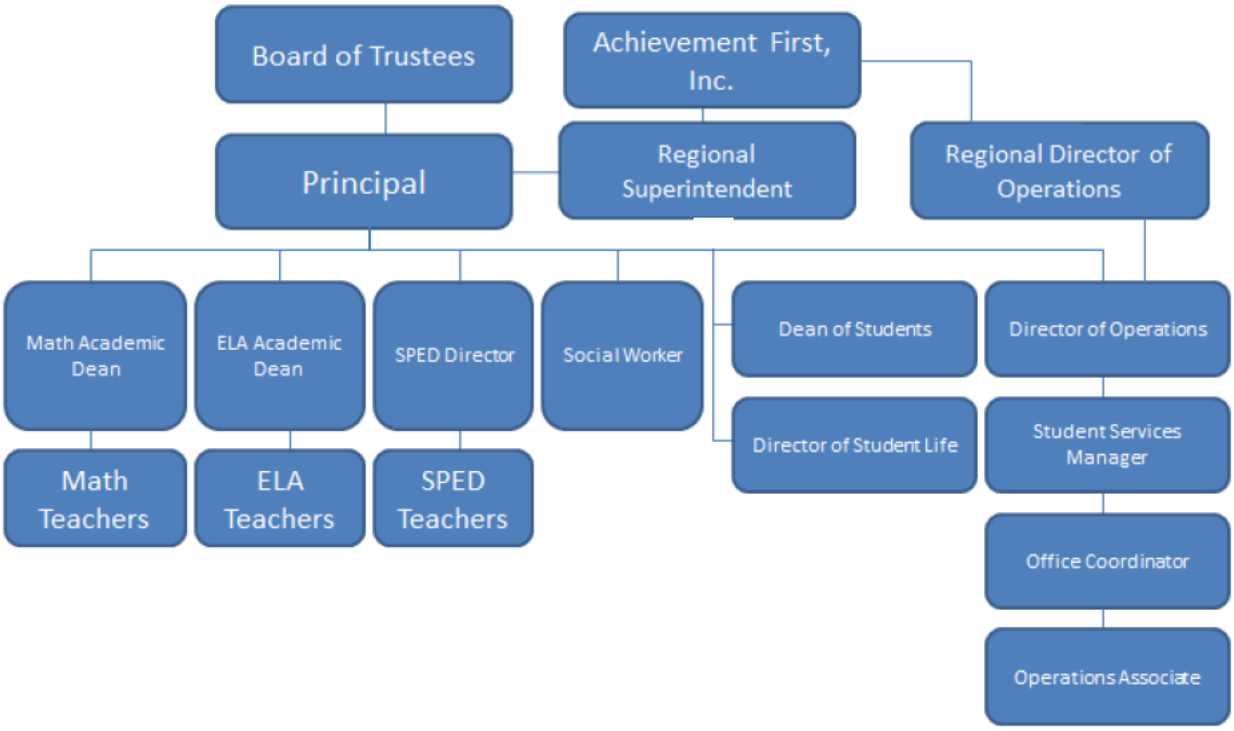
Achievement First Brooklyn Academy Organizational Chart (each academy)

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

YEAR ONE ORGANIZATIONAL CHART



YEAR FIVE ORGANIZATIONAL CHART



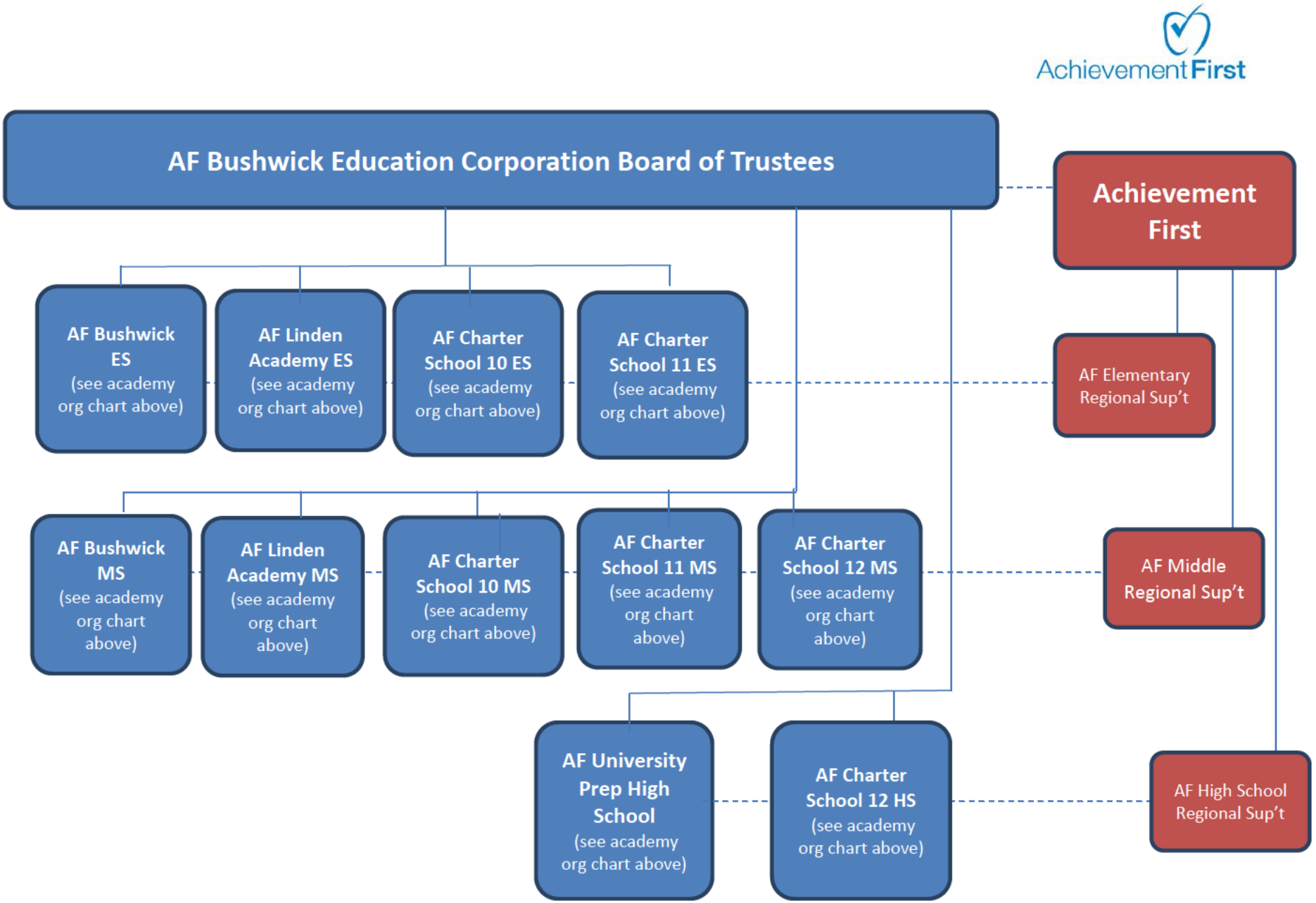
The organizational charts have been designed to ensure clear reporting lines and accountability, and to ensure that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The same basic organizational structure will apply to both the middle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

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

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

Charter Corporation Organizational Chart

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


AF Bushwick Education Corporation Board of Trustees
Achievement First
AF Bushwick ES (see academy org chart above)
AF Linden Academy ES (see academy org chart above)
AF Charter School 10 ES (see academy org chart above)
AF Charter School 11 ES (see academy org chart above)
AF Elementary Regional Sup't
AF Bushwick MS (see academy org chart above)
AF Linden Academy MS (see academy org chart above)
AF Charter School 10 MS (see academy org chart above)
AF Charter School 11 MS (see academy org chart above)
AF Charter School 12 MS (see academy org chart above)
AF Middle Regional Sup't
AF University Prep High School (see academy org chart above)
AF Charter School 12 HS (see academy org chart above)
AF High School Regional Sup't

11. Personnel

(a) Staffing Chart and Rationale

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

Staffing Chart: AF Charter 12					
	Number in Position				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Grades Served:	5	5-6,9	5-7,9-10	5-11	5-12
Enrollment:	**92**	**250**	**502**	**695**	**788**
Position					
Principal	1	2	2	2	2
Deans, Directors and Coordinators	1	3	7	9	9
Operation/Business Manager	1	2	2	2	2
Administrative Staff	1	3	3	3	4
Teachers-Regular	6	12	24	32	32
Teachers-SPED	2	4	6	8	9
Specialty Teachers	1	2	4	4	4
Aides	2	3	4	5	6
Therapists and Counselors	1	1	2	2	4
Total	18	32	54	67	72

The staffing plan for Achievement First Charter 12 is designed to ensure that scholars receive the level of excellent instruction, in every classroom every day, required to get them to and through college. In grades K-2, all classrooms will have two teachers, allowing the flexibility to differentiate instruction and provide interventions to help students read at grade level by the time they enter 3rd grade. The academic leadership team at each academy is structured to ensure that teachers have the support they need to provide excellent instruction and interventions: the principal is responsible for the overall vision and strategic guidance for the academic program and school culture, allowing the academic deans to focus on high quality execution. Similarly, the dean of students is responsible for the execution and refinement of school culture and behavior systems. In year three of operation, a second academic dean will be added at each academy to ensure that instructional leadership responsibilities can be effectively distributed. The school operations team is designed to take all non-academic tasks off the plates of the principal and deans, so that they can dedicate their full time and energy to the supporting an excellent academic program. The overall staffing structure for the education corporation, including AF Bushwick Charter School, is detailed in the table below.

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

(C) School Leadership and Management Structure

Priority Setting and Decision Making

We believe that in order to be successful getting every scholar to and through college, the Achievement First Charter 12 principals will need both the power to lead and the power of the network. Within the parameters set by exceedingly clear outcomes, principals must have the autonomy to make decisions that best serve their unique student populations and best leverage the strengths of their teams. At the same time, principals must adhere to a set of shared practices that allow every school to derive the most benefit from network resources. As a part of the Achievement First network, school leaders have extensive exemplars and guiding documents to help design crucial systems, and have the opportunity to directly share practices with each other at school leader summits.

Priorities at Achievement First Charter 12 will be driven by the clear and measurable targets in the AF Report Card. These targets include grade and subject level targets across subjects (designed to meet and exceed accountability plan goals), culture and character indicators, financial targets, and operational metrics. Starting with baseline data, the principals will set three-year goals for gap-closing performance and organizational excellence, as measured by the AF Report Card. Each summer, the leadership teams from each academy will work closely with their respective regional superintendents to set three to five annual priorities, accompanied by specific tactics and owners for each tactic. For example, a principal might prioritize a 10-point increase in grade 5 ELA proficiency, and define tactics like “establish culture of daily homework redo on writing tasks” and “double up on weekly coaching for 5th grade teachers.”

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

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

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

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

Relationship with Achievement First Network Support Staff

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

Evaluation

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

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

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

(d) Staff Recruitment, Retention and Input

Principals

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

Expanding the Pipeline

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

[1] Hanushek, Eric. "The Economic Value of Higher Teacher Quality." Economics of Education Review 30.3 (2011): 466-479.

[2] New Leaders for New Schools. "Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnaround." 2009. New Leaders for New Schools. 26 6 2012 <http://www.newleaders.org/wp-content/uploads/2011/08/princpal_effectiveness_executive_summary_nlns.pdf>.

to be a successful Achievement First principal. AF has established a broad base of future school leaders candidates through its Teacher Leadership Fellows program. These Fellows are full time classroom teachers who participate in a yearlong cohort training process designed to prepare them to take increased leadership. The Fellows reflect on and "workshop" leadership dilemmas together, and carry out leadership projects at their schools. **There are 152 current or alumni Leadership Fellows in the network.** Of these:

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

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

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

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

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

Project: Reading Content Knowledge
Targeted Leadership Essential(s):

- Content Knowledge
- Coaching to mastery
- Unit and Lesson Planning

Aspiration	Specific Learning Goals for Phase 1	Action steps	Benchmarks and Outcomes
Because literacy is so central to our mission, I need to o acquire strong foundational knowledge of our reading curriculum and instruction. I eventually need to be able to oversee our reading program and give meaningful (and credible!) feedback to our reading teachers.	• Build credibility with literacy team by investing in my knowledge of reading instruction • Develop sufficient base of knowledge about reading instructional strategies, planning, and school's reading program.	• Teach multiple cycles of reading SGI • Own a student book club group • Participate in monthly ELA book club with other PIRs • Coach 1 ELA teacher (focus on lesson planning, daily data analysis of exit ticket, • Biweekly co-observation with our ELA academic dean • Participate in ELA PD offerings from Team T&L	• My SGI and book club students IA growth (specific #s to be set based on GL average) • Coachee's IA growth will match or exceed network average • Learning Plan completion with my coachee (at least 3 this year) • My ability to ID ELA big rocks will improve (by end of year, ELA dean and I will independently ID the same things)

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

Achievement First will continue to expand the pipeline, both to increase the "buffer" of principals available for projected openings in the next two years, and also to build the pipeline for 2018-19 and beyond. In addition to continuing the effective internal recruiting strategies described above, Achievement First has a recruiter focused specifically on school leader recruitment outside of the network. This means that there will be two full time recruiters in addition to the vice president of recruitment focused primarily on school leaders. This team will continue the recruiting practices that have built the current pipeline, and will continue the following strategies in 2014-15 to cultivate and engage additional high-potential school leader prospects:

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

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

Strengthening Succession

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

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

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

While talent development has always been a core principal competency at AF, this practice embeds specific, strategic planning into the regular workflow of every principal and regional superintendent. Although these plans are subject to change from year to year, with a five-year school leadership map in hand a principal can tailor professional learning goals, projects, and evaluations with future leadership roles in mind. This practice also makes possible a network-wide map of high potential future leaders, so that the network support leadership development team can target its recruiting and support more effectively.

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

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

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

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

Management
- Distributed Leadership & Delegation
- Project Management

Personal Effectiveness
- Organization & Self-Management
- Reflection & Constant Learning

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

plays, and interviews with current principals, AF regional superintendents, and senior AF staff including Superintendent and co-CEO Doug McCurry.

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

Teachers

Achievement First firmly believes that the quality of the teacher in the classroom is the most important driver of student success. As a result, the recruitment, development, and retention of great teachers is an constant priority for the network. Teacher recruitment is among the most crucial services that Achievement First Charter 12 will receive from Achievement First. The team employs a comprehensive strategy that includes extensive advertising, outreach to organizations like Teach for America and top schools of education, as well as an overall "leave no stone unturned" approach. All teachers will meet the federal guidelines for Highly Qualified Teachers, and Achievement First will ensure that teachers meet certification requirements. For a new school like Achievement First Charter 12, the recruiting team will target teachers with at least four years of classroom experience. After the initial screen by the recruiting team, a select group of prospective teachers will be invited to teach demonstration lessons and interview with the principal, academic dean, and regional superintendent. The specific skills & qualifications required for teachers are:

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

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

Other Staff

Other staff are recruited using a similar process, appropriate to the specific position. For example, the AF recruiting team identifies and screens candidates for school operations team (the Director of School Operations, the Student Support Manager, and the Office Coordinator), and finalists are interviewed by both the appropriate network-level leader and school-based staff. Any hiring decision requires the support of both the principal and the network.

13. Governance

(a) School Board Roles and Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) School Board Design

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

The rationale for the new structure is as follows:

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

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

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

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

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

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

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

Overall Education Corporation Governance Structure

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

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

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

The qualifications to be a trustee are:

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

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

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

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

Open Meetings Laws

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

a. The date and time of the meeting
b. A summary of all motions, proposals, resolutions, and other matters formally voted upon
c. A record of how each Trustee voted on each matter
d. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

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

The Board will hear complaints in two ways. First, the Board will include time for public comment at the beginning of each meeting during which both parents and staff are welcome to raise issues. Second, the Board will field written complaints through the school's Addressing Concerns Policy. Complaints from members of the public will be reviewed and responded to by the Executive Committee.
The Family Engagement Committee will determine if family complaints allege a violation of the law or the charter, in which case the complaint will be reviewed by the Board. If a family complaint is informal in nature, the Family Engagement Committee will determine whether it requires additional Board review, and if not it will refer complaints only back to school level staff, consistent with the Addressing Concerns Policy. In either case, the Board will issue a written response on any action taken in response to the complaint within 10 business days of receiving the complaint.

(c) Proposed Founding Board of Trustees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(d) Stakeholder Participation

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.

2. Full name: *Justin G. Cohen*
   Home Address: [redacted]
   Business Name and Address: [redacted] */ NY, NY 10022*
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]

3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
   ☒ Yes, *I previously served as a board member of Achievement First Endeavor.*

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ *Yes, I know some of the trustees through prior involvement as a trustee on the Board of Achievement First Endeavor.*

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ *Yes, I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, *I know certain employees through prior involvement as a trustee on the Board of Achievement First Endeavor.*

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would ensure that the matter is dealt with formally (i.e. an investigation into the conflicts of those trustees) via the Board of Trustee's resolution process. And if the situation were still not appropriately resolved through the Board, I would then look to bring the matter directly to the appropriate public authority to whom the Board of Trustees is immediately responsible.*

Other

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

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

Certification

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

[redacted]

Signature

June 30, 2014

Date

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

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

JUSTIN G. COHEN

[redacted]

EXPERIENCE

[redacted]

EDUCATION

1992-1996 **University of Pennsylvania** Philadelphia, PA

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

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

OTHER

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First Bushwick Charter School

2. Full name: Judith Jenkins
   Home Address: [redacted]
   Business Name and Address: [redacted] New York, NY 10007
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]

3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☐ Yes, I have served as a Board member on the Achievement First Crown Heights Board.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I know the staff of the Achievement First network through my work on the AF Board.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

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

Certification

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

[redacted]
Signature

6/30/2014
Date

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

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

Judith J. Jenkins

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I know the staff of the Achievement First network through my work on the AF Apollo Board. Also, I am on the Board of Engineers for Blue Engine.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,
.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

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

Certification

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

[redacted]

6/30/14
Date

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

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

Ambrose Wooden Jr.

[redacted]

[redacted]

[redacted]

CHARITABLE SERVICES

iMentor, Mentor **2010 – Present**

- Winner of the 2011 iMentor Online Donor Drive. Raised over $19,000 via crowd funding to sponsor 38 new students in the iMentor program

Adeona Foundation, Board Member **2010 – Present**

- Spearheaded bi-annual charitable functions for 500+ individuals that raised over $200,000 in four years for underserved organizations in New York City

Achievement First Apollo Elementary School, Treasurer **2011 – Present**

The Robin Hood Foundation Network, Member **2011 – Present**

Blue Engine, Board of Engineers, Head of Recruiting **2013 – Present**

EDUCATION

University of Notre Dame, South Bend, Indiana **2003 – 2007**
Bachelor of Business Administration, Major: Finance, May 2007

NCAA ATHLETICS

University of Notre Dame Varsity Football Team • Defensive Back • 2003-2007

University of Notre Dame Varsity Track Team • Sprinter • 2004

LICENSES Series 63 and Series 7

ADDITIONAL SKILLS Microsoft Suite, Bloomberg, Social Media

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Matthew Tartaglia
   Home Address: [redacted]
   Business Name and Address: [redacted] New York, NY 10012
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]

   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
   ☒ Yes, Achievement First East New York and Aspire.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

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

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I have been on the board of AF ENY for 4 years and have had interactions over the years to discuss school related matters and as the Treasurer of AF ENY I have had regular interaction with the CFO, Max Polaner.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would certainly confront the Trustee, but would also raise the issue to the leadership at Achievement First and representatives at SUNY

Other

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

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

Certification

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

[redacted]
Signature

6/23/14
Date

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

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

Matt Tartaglia

President at Corr-Jensen, Skinnygirl Daily, Revolution Lifestyle

[redacted]

Summary

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

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

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

Experience

[redacted]

Skills & Expertise

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

Education

Ithaca College
BS, 1992 - 1996

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. x☐ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
x☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. x☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. x☐ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. x☐ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report person

Other

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

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

Certification

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

[redacted]

Signature

June 20, 2014

Date

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

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

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

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

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

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

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First Bushwick Charter School

2. Full name: Lee Gause
   Home Address:
   Business Name and Address: [redacted] New York, NY 10019
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]

3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☐ Yes, I have served as a Board member on the Achievement First Board.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I know the staff of the Achievement First network through my work on the AF Board.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

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

Certification

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

[redacted]

6/30/14
Date

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

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

Dr. Lee Gause

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

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

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☑ Yes, I know numerous persons / employees of Achievement First through my role as an AF Trustee.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,
.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. 1. Confront the person.
2. Report the situation to the proper authorities.

Other

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

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

Certification

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

[redacted]
Signature

6-17-14
Date

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

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

Kelly Wachowicz

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

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

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

Certification

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

[redacted]
Signature

June 23, 2014
Date

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

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

Revised May 21, 2007

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

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

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

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I do. From prior board work. (AF is the provider for AF ENY and AF Aspire).

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

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

Certification

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

6/28/14
Date

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

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

Jonathan G. Atkeson

[redacted]

[redacted]

EXPERIENCE

[redacted]

EDUCATION

YALE LAW SCHOOL New Haven, CT

JD, May 2000.

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

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL Chapel Hill, NC

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

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

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

ADDITIONAL INFORMATION

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, from being part of the AF Crown Heights Board

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Raise the issue with fellow directors and then decide if w/ AF Network and/or Authorizer

Other

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

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

Certification

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

[redacted]
Signature

6/30/14
Date

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

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

Gabriel Schwartz

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

Request for Information from
Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Achievement First Bushwick Charter School

2. Full name: Amy Arthur Samuels
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:
   E-mail address: [redacted]

3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
   ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☐ Yes, I have served as a Board member on the Achievement First Board.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I know the staff of the Achievement First network through my work on the AF Board.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

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

Other

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

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

Certification

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

[redacted]

Signature

06/30/14

Date

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

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

Revised May 21, 2007

Jun-30-2014 02:47 PM JP Morgan Chase & Co [redacted]

AMY ARTHUR SAMUELS

[redacted]

EXECUTIVE SUMMARY

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

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

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

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

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

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

Conflicts

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

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. x☐ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
x☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. x☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. x☐ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. x☐ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it up to the board chair and ask that an independent third party, such as a law firm, conduct an investigation.

Other

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

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

Certification

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

[redacted]
Signature

July 1, 2014
Date

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

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

Claire M. Robinson

[redacted]

[redacted]

[redacted]

EXPERIENCE

[redacted]

EDUCATION

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

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

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

BOARD SERVICE

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

Andy Hubbard

New York, NY [redacted]

SUMMARY

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

PROFESSIONAL EXPERIENCE

[redacted]

EDUCATION

PRINCETON UNIVERSITY **1995**
Bachelor of Science & Engineering in Mechanical and Aerospace Engineering

ADDITIONAL INFORMATION

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

14. Community Relations

(a) District Relations

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

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

Achievement First has a long history of partnership and collaboration with the New York City Department of Education. Initially invited to expand to New York City by then Chancellor Joel Klein, Achievement First schools have been a central component of the DOE's portfolio approach to expanding high quality options available to the families of Brooklyn. Achievement First will continue to work closely with the Office of Portfolio Management and the Charter Schools Accountability and Support office, embracing the change in administration as an opportunity for collaboration. In particular, the network maintains a strong relationship of facilities planning and siting of new schools. One of the most consistent pieces of feedback we received during community outreach was that co-location all too often becomes a distraction from teaching and learning for the schools sharing space. While shared space will always present challenges, experience across the network on the most effective co-locations suggests the follow practices will be useful as Achievement First Charter 12 establish a relationship:

- **Proactive, sustained principal-to-principal outreach:** A strong, trusting relationship between building principals is the most important building block of successful co-locations. AF Charter 12 will be expected to proactively build and maintain this relationship through humble outreach and offers of collaboration.

- **A shared space committee:** To ensure continuing communication between principals and address potential challenges preemptively, AF Charter 12 will be a champion for and active participant in a shared space committee that meets regularly.

- **Flexibility and understanding:** The final element of a successful co-location is an awareness of the importance of compromise and proactive efforts to reach mutually agreeable solutions. While some co-locations fall victim to a "hold the line," oppositional approach to negotiating the relationship, AF Charter 12 will enter the relationship aware that compromise is essential to partnership.

In New Haven, Achievement First has been a leader in sharing of best practices between district and charter public schools. Through the nationally recognized New Haven Leadership Residency, Amistad Academy invites district leaders to participate in a year-long residency similar to the Principal in Residence program. This intensive experience allows the district leadership resident to share effective practices with Amistad staff and builds an in-depth practical understanding of the Achievement First approach which can be brought back to district schools. While this program has not yet been piloted in New York, it reflects the network's overall commitment to impacting the educational lives not just of enrolled scholars, but of students throughout the community. Achievement First Charter 12 will participate in the network "visitor day" program, in which we welcome educators and community members to tour AF schools and speak with AF principals. This type of relationship building is the first step toward the depth of relationships necessary to launch a program like the New Haven Leadership

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

The low performing schools in the district where Achievement First Charter 12 could potentially be located are listed in Response 24(b) (highlighted in yellow). Achievement First Charter 12 would partner with interested schools in the ways described above.

(b) Community Relations

Describe any explicit support for this proposal from community stakeholders or others, including;

- **Any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;**
- **Efforts the founding team has made to address or respond to their concerns;**
- **How the founding team and school intend to overcome challenges associated with the opposition to the school.**

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

Community Member Support

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

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

Bushwick	489
Total	1024

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

Community Organization Support

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

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

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

of Community Support.

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

Elected Official Support

State Assembly Member Walter Mosley, representing CSDs 16 and 17, also voiced "unwavering support" for the AF Charter School 12 proposals in a letter of support, citing the demand among his constituents for more educational options. Despite the fact that charter school parents are dramatically outnumbered by families enrolled in traditional district schools in their districts, Assembly Member Mosley was moved to support our application by constituents' demands for additional college preparatory public school options.

Opposition to the Proposals

Rather than overt opposition to these proposals, we encountered many organizations who support them but offered feedback on how to make them more responsive to community needs (see specific feedback in Response 3c-Evidence of Outreach). These conversations strongly suggest that members of the community support charter schools that engage meaningfully with them and commit to solving the most important challenges facing public education. We are confident our sample of individuals and organizations is broadly representative of the communities we intend to serve, and we believe that the highly politicized rhetoric of a few loud voices in the charter school debate simply do not reflect the nuanced understanding of educational needs among community residents and leaders. For example, prominent charter opponent Zakiyah Ansari of the Alliance for Quality Education ("AQE") was invited to another Achievement First charter school in Brooklyn, and members of her team toured the school. While they did not voice support for these proposals, the discussion revealed significant overlap in the educational priorities of AQE and Achievement First, specifically as relates to genuine family and community engagement, and establishing better system-wide practices for supporting effective co-locations (the large majority of which do not involve charter schools). By engaging face to face with these organizations and actively participating in community networks like the Bushwick CPP, we have established a set of relationships that will allow AF Brooklyn Charter Schools 12 to collaborate meaningfully with the communities we serve to improve educational opportunities.

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

Evidence of Community Support

CSD	Support
CSD 16 (Bedford Stuyvesant)	**Elected official support**: • State Assembly Member Walter Mosley **Community Organization support**: • Bedford Stuyvesant Community Partnership Program • Good Shepherd Services • Jumpstart • Friends of Crown Heights **Applications Per Seat**: 5 **Signatures in support:** 165 **Outreach locations** • Bedford Stuyvesant Block Party • Children's Corner Daycare Center
CSD 17 (Crown Heights)	**Elected Official Support**: • State Assembly Member Walter Mosley **Community Organization Support**: • Jumpstart • Friends of Crown Heights **Applications Per Seat**: 11 **Signatures in support:** 62 **Outreach locations** • Crown Heights door knocking

CSD 23 (Brownsville)	**Community Organization Support**: • Brooklyn College Early Childhood Development Center • Jumpstart • Brownsville Multi Service Center • Brownsville Recreation Center • The Community Coalition of East New York **Applications Per Seat**: 8 **Signatures in support:** 308 **Outreach locations** • Penn Avenue Train Station • Intersection of Pitkin and Saratoga
CSD 32 (Bushwick)	**Community Organization Support**: • Hope Gardens Community Center • ACE Integration Daycare Center • Bushwick Community Partnership Program • Brooklyn College Early Childhood Development Center • Friends of Crown Heights • Salvation Army Bushwick After School • Bushwick United Headstart 77 **Applications Per Seat**: 5 **Signatures in support:** 489 **Outreach locations** • John Coker Daycare Center • Brisboy Park • Maria Hernandez Park • Bushwick CPP Arts Fair

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

ARTS & CRAFTS ON THE LAWN

SATURDAY, JUNE 28th 12pm-4pm

484 Knickerbocker Avenue

FOOD, FUN, SNACKS & GIVEAWAYS

Children's Activities:

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

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

NYC Parks Department Mobile Van

STORY TIME BY

New York Cares
The way to volunteer

Ujima Community Working Together, Inc.

Achievement First
PUBLIC CHARTER SCHOOLS
www.achievementfirst.org

BMCI
Bushwick Community Partnership Program

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Andrea Battie	[redacted]	Andrea Battie	06-19-14
Raymon Battle		Raymon Battle	06-19-14
DEBorah Batt		Deborah Batt	06-19-14
Natasha Brown		N Brown	6-19-14
Russell Mora		R Mora	6-19-14
SHARON RICHARDS			19/6/2014
Tamara Cole		Tamara Cole	6/19/2014
Lisa Robin		L. Robin	6/19/2011
Felicita Romero		Felicita Romero	6/19/14
FRANKLIN LOZADA		F-L	6-19-14

Achievement First

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

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

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Wendy Garcia	[redacted]		6/9/14
Demetria Frampton			6/12/14
Lyndsi Reyes			6/12/14
Alba Torres			6/12/14
Jillian Ross			6/12/14
Ali Apfel			6/12/14
Mildred Vilella			6/19/2014
Ryan Willm			6/19/2014
Sadé Johnson			6/19/2014
Rogers Williams			6/19/2014

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Caridad Hugo	[redacted]		6/6/14
Nydia Olan			6/6-14
Alicia Warner			6.6.14
Andre Taylor			6.6-14
Miles Davis			6.6.14
Deirdre Battle			6-6-14
Alanna West-Fields			6-6-14
Susan Mrakovic			6/9/14
Jose Diaz			6/9/14
Miriam Montelli			6/9/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Dorothy Saint-Surin	BKlyn		6/6/14
Maggie Santiago	[redacted]		6/26/14
Melvin Swain			6/6/14
Gal Raghubar			6/6/14
Geanleah McKenzie			6/6/14
Gina Kamnit			6-6-14
Stanley Jenkins			06.06.14
Lorraine Rubino			6-6-14
Henry Lyons			6/6/14
Cristiana Fuentes			6.6.14
Maria Santiago			6-6-14
Rosa Vasquez			6-6-2014
Pablo Salinas			6-6-2014
Marilyn Gonzalez			6-6-2014

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rico Derice	[redacted]		6/6/14
Nickie Roye			6/6/14
[illegible]			6/6/14
Bryce Fitzpatrick			6/6/14
Anibal Crespo			6/6/14
Samuel [illegible]			6/6-14
Ebony Lunford			6-6-14
Marie Cash			6/6/14
Shanae Scott			6/6/14
Sandra Roman			6/6/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
felicia Belton	[redacted]	Felicia Belton	6-7-14
Andrea Green		Andrea Green	
LEONARD BOYCE		Leonard Boyce	6-7-14
JACQUELINE Russell		J. Russell	6-7-14
Lucia Cabrera		Lucia Cabrera	6-7-14
Adrienne Cumberbatch		Adrienne Cumberbatch	6-7-14
Loretta Evans		Loretta Evans	6-7-14
Audrey Hunt		Audrey Shea Hunt	
Tony Carryl		Tony Carryl	6/7/14
Jazzmin Edley		Jazzmin Edley	6/7/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Belinda Patan	[redacted]		6/7/14
Tasha mendez			6/7/14
Linda Jones		Linda Jones	
Nelson Cramer			6/7/14
Bianca Curiño		BC	6-7-14
[illegible] Good		David Goode	6-7-14
Mike Schincasi			6-7-14
ERIC SCHWARTZ			6/7/14
Frances Johnson		Frances Johnson	6/7/14
Michael Nony			

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
James Kwame	[redacted]		06-09-14
Anthony Rodriguez			06-9-14
Carvin Skidmore			06-09-14
Marcos Castillo			6-9-14
David Sanders			6-9-14
Vinda Bristol			6/9/14
Sheldon Mitchell			6/9/14
Ana Zuniga			6/9/14
Reina Ruiz			6-9-14
Ishana forbes			6/9/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ryan Reardon	[redacted]		6/9/14
Berkeley Emmett			6/9/14
John Lawrence			6-9-14
Lewis Thelman			6/9/14
Yolanda Soares			6/9/14
			6/9/14
Brendon Johnson		B. Johnson	6/9/14
Tahchae Braun		T Braun	6-9-14
Jessica Kane			6/9/14
Dashawn Lynch			6-9-14

Adrienne Louisiana (1)

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Bonita Haskins	[redacted]	Bonita Hask	6/6/14
Linda Salley		Linda Salley	6-6-14
Deborah Walston		Deborah Walston	6/6/14
Anneys Rodriguez		Anneys Rodriguez	6/6/14
Marta López		Marta López	6/6/14
Toy M. Wingate		Toy M. Wingate	6/6/14
Tom Faulkner			6/6/14
Willie Mae Boatwright		Willie Mae Boatwright	6/28/14
RICHARD PARKER		Richard Parker	6/28/14
Marlene M. Legaspi			6-30-14

Adrienne Loiseau

John Coker Day Care

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Beth O'Brien	[redacted]	Beth O'Brien	6/6/14
Marca Johnson			6/6/14
JoAnn Kellum		JoAnn Kellum	6/6/14
Brandon Jones			6/6/14
Don Mutzac		Don Mutzac	6/6/19
Shalena Lindsey			6/6/14
Darrel Lindsey		Darrel Lindsey	6/6/14
Ana Reyes		Ana Reyes	6/6/2014
Aquilino Lugo		Aquilino Lugo	6/6/14
Otilia Guillermo		Otilia Guillermo	6/6/14

AF-

Adrienne Loiseau (3)

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Diana Ballesteros	[redacted]		6/6/14
Nora Collins		Nora Collins	6/6/14
Blake Benson			6/6/14
Amarilis Francis			6/6/14
Hannah Rich			6/6/14
Anna Vermaire			6/6/14
Jeannette Jamison			6/6/14
Belissa Mustafa		Belissa Mustafa	6/6/14
Irma Rosa			6/6/14
Amy Collazo			6/6/14

(Ms. Collins)

Adrienne Loiseau

(4)

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alicia Kukla	[redacted]	Alicia Kukla	6/6/14
Phyllana Joseph			6/6/14
Carlos Cumbe-Ll.			6/6/14
Glennys Nunez		Glennys Nunez	6/6/14

(Ms. Collins)

Adrienne Loiseau (5) John Eder Day Care

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Beth O'Carro	[redacted]	Beth O'Carro	06/09/14
Valerie Melton		Valerie Melton	06/09/14
Carmen De los Santo		Carmen De los Santos	06/09/14
Lisa Watts		Lisa Watts	06/09/14
Alida Singleton		Alida Singleton	06/09/14
[illegible]		[illegible]	06/09/14
D Mitchell		Deborah Mitchell	06/09/14
Mytchelle Chu		[illegible]	06/09/14
Brittney Small		[illegible]	06/09/14

Adrienne Loiseau (6)

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Edward Evans	[redacted]	Edward Evans	6/10/14
Derek Haskins		Derek Haskins	6-10-14

Adrienne Loiseau - (1)
Brooklyn Old Timers Foundation

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JANICE HALLETT	[redacted]	Janice Hallett	6/28/14
Stacey Datcher		Stacey Datcher	6/28/14
Tamara Hallett		Tamara Hallett	6/28/14
Ronald Burwell		Ronald Burwell	6/28/14
Roger Burwell		Roger Burwell	6/28/14
GEORGE N BENJAMIN		George N Benjamin	6/28/14
ANN WILKINSON		Ann Wilkinson	6/28/14
Peter Holmes		Peter Holmes	6/28/14
Adyonn Carter		Adyonn Carter	6/28/14
JEAN E. BENJAMIN		Jean E Benjamin	6/28/14

Adrienne Loiseau (8)

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Wasima Brown	[redacted]		6/28/14
Lillian Hamer			6/28/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
JAMELL REID	[redacted]		6/29/14
MARIELLA MERCADO			6/28/14
EDDIE HERNANDEZ			6/28/14
DIGA MORALES			6-28-14
Tishani Browne-Fortune			6-28-14
Tonya Audain			6-28-14
Dorian Rosario			6-28-14
Brianna Caraballo			6-28-14
Guidad Nieves			6/28/14
Ayelma Cola			

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Daisy Jimenez	[redacted]	Daisy Jimenez	
Roselin Alonzo		Roselin Alonzo	
Vanessa Romero		Vanessa Romero	
Leone I Cofiero		Leone I CC	
Ezequiel De La Merced		Ezequiel De La Merced	
Alejandra Fawcett		Alejandra Fawcett	
Alicia Rojas		Alicia Rojas	
Luis Vazquez		L. Va	
Mary Rivera		Mary Rivera	
Heraldo Somarriba		Heraldo Somarriba	
Tsaura Somarriba.		Tsaura Somarriba.	

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Casla Robinson	[redacted]		6.28.14
Miriam Bosques			6-28-14
Naterida Espinal		Naterida Espinal	6/28/14
Gabriela Gonzalez			6/28/14
Katie Sun			6/28/14
Emily Martinez			6/28/14
Lissette martinez		Lissette martinez	6/28/14
Henry Soriano			6/28/14
Samantha M.			6/28/14
Jamie Batista		Jamie Batista	6/28/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Chiola Parker	[redacted]	Parker	6/19/14
Rashaun Jacobs		Rashaun Jacobs	6/19/14
Collin Clarke			6/19/14
Julia Jones		Julia Jones	6/19/14
Najah Graham		Najah Graham	6-19-14
Shante Watson		Shante Watson	06-19-14
Jasmine Allen		Jasmine Allen	June 19, 2014
Justine Cruickshank		Justine Cruickshank	06-19-14
Diane Bennett		D. Bennett	6-19-14
Enida Agosto		Enida Agosto	6-27/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE
Lourdes Jenkins	[redacted]	Lourdes Jenkins
Clare Stein		
Jamaree Dow		Jamaree Dow
Jaden Dow		Jaden Dow
Elmara Sarpong		
Aaron Pantoja		Aaron P
Ilza Rodriguez		Ilza Rodriguez
Sarah Aguilar		Sarah Aguilar
Bryon Martinez		Bryon Martinez
Steven Pimentel		Steven Pimentel

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Cassandra Collins	[redacted]	C Collins	6/19/14
Whitman Peele			6-19-14
Wallen Rampal			6-19-14
Duncan Myers			6-19-14
Rosa Mejia		Rosa Mejia	6-20-14
Rosa Cruz		Rosa Cruz	6-20-14
Yamali Torres		Yamali Torres	6/20/14
Alvin Deas		Alvin Deas	6/20/14
Ciara Roman			6/20/14
Maria Trujillo			6/20/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Concepcion Mantilla	[redacted]	Concepcion Mantilla	6/11/14
Cathy Blevins		Cathy Blevins	6/11/14
Angie Phillips		Angie Phillips	6/11/14
Clamanta Mantilla		Clamanta Mantilla	6/11/14
Tracey Babb		Tracey Babb	6/11/14
Ebonie Daley-Hicks		E. Daley-Hicks	6/11/14
Joyce Wright		Joyce Wright	6/14/14
Joel Childers		Joel Childers	6/14/14
Charisse Artis		Charisse Artis	6/14/14
S Watson		S Watson	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Michelle Wright	[redacted]	Michelle Wright	6/14/2014
Lorraine White		Lorraine White	6/14/2014
Diane - Brinson		Diane Brinson	6-14-2014
Dataima Cabble		Dataima Cabble	6-14-2014
Zaida Paris		Zaida Paris	6-14-14
Angela Williams		Angela Williams	6/14/14
Flora King		Flora King	6/15/14
Tiffany GUNN		Tiffany Gunn	6/15/14
Jazlyn Gunn		Jazlyn Gunn	6-15-14
Rosa Short		Rosa Short	6-15-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Nathalie Joseph	[redacted]		6/15/14
Rosemonde Joseph			6/15/14
Renee Morant			6/15/14
Nyssia Morant			6/15/14
Tiana Baker			6/15/14
Dommonique Desilva			6/15/14
Ila Joseph			6/15/14
Latisha Crawford			6/15/14
Carolyn Dale			
Gloria Bennett			6/15/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shamar Longston	[redacted]		6-15-14
Darius Longston			6-15-14
Sadia Spain			6-15-14
Jada Owens			6-15-14
Shenice Bennett			6-15-14
Taylor Jones			6-15-14
Sandra Wallace			6-17-14
TINA Williams			6-17-14
			6/17/14
ENRIQUE [illegible]			6/17/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Januari Patterson	[redacted]		6/17/14
Lellarnie McLean			6/17/14
Dawn Voss			6/19/14
Denise Collado			6/19/14
Agnes Bishop			6/19/14
Lauren Lilly			6/19/14
Katherine Canales			6/19/14
~~KAT~~ Edos Canales			6-19-14
Jose Angulo			6-19-14
Rafael Collado			6-19-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rona Yaney	[redacted]		6/18/14
TULA RICHARDS			6/18/14
Mary Shurtz			6/19/14
Lucas Mohr			6/19/14
[illegible]			6/19/14
Claire Shin			6/19/14.
OLIVER MENDOZA			6/19/14
Adam Schwartz			6/19/14
Chiemeka Onwunaglo			6/19/14
Eric Seely			6/19/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Monique Smith	[redacted]	Monique Smith	6/19/14
TRACEY Johnson		T Johnson	6/19/14
Teresa Stewart			6/18/14
Gisela Meader			6/19/14
Linda Chuisano			6/19/14
Ashley James			6/19/14
Claudine Bradford			6/19/14
JENNIFER CLOVIS		Jennifer Clovis	6/19/14
Rubin Canty		Rubin Canty	6/19/14
Jemeda Daniels			6.19.14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
OLIVER ROACH	[redacted]		6/19/14
Tovi° Harrington			6/18/14
Bree Sparrow			6/19/14
Maria Rodriguez			6/19/14
Lana Stevenson			6/19/14
Tatianna Atkinson			6/19/14
Patrick & Stephanie Allen			6/19/14
James E. Phillips			6/19/14
Angie Phillips			6-19-14
Christopher Ortiz			6-19-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcya Knight	[redacted]	Marcya Knight	6/19/2014
Markise Gonzalez		Markise Gonzalez	6/19/2014
Kisha Knight		Kisha Knight	6/19/2014
Peter Uwalaka			6/19/2014
Andre Wright			6/19/14
Katie Pollom		Katie Pollom	6/19/2014
Angie Phillips		Aphillips	6.19.2014
Eliza Varner			6/19/14
Nicholas Profeta			6/19/14
Marc Sachse			6/19/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Issa Holiday	[redacted]	Issa Holiday	6/14/14
Carlette Gaskins			6.14.14
Jean Fedorczyk			6/14/14
Darielin Quiroz		Darielin Quiroz	6/14/14
Tyrea Robbins		Tyrea Robbins	8/14/2014
Shakira Bobb		Shakira Bobb	8/14/14
Vicki Kendrick			6/14/14
BARBARA Lincoln			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Risden	[redacted]		6/14/14
Sharon Lewis			6/14/14
Geraldine Reagy			6/14/14
Lori Blackman			6/14/14
IFFAT KHAN			6/14/14
Fritz Coupet			6/14/14
Amanda James			6/14/14
Faith JAMES			6/14/14
LOUISE DENNIS			
[illegible]		F. MARRAZZO	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Priscilla Ward	[redacted]	Priscilla Ward	6/14/14
Quiana Murphy		Quiana Murphy	06/14/14
Chamaia Camea			6/14/14
Janet Torres			6/14/14
Donovan White			6/14/14
MARIE Dominique		Marie Dominique	6/14/14
Darron Saldana			6/14/14
Yvette Newland			6/14/14
Ana ~~Echo~~ Olivier			6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Keisha McCray	[redacted]	Keisha McCray	6/14/14
Canto, Stephanie		S. Canto	6/14/14
BARON C SANDERS		BC Sanders	6/14/14
Linda Sanders		Linda Sanders	6/14/14
Florence Livingston		Florence Livingston	6/14/14
Michele Livingston		Michele Livingston	6/14/14
Valerie Bozeman		Valerie Bozeman	6/14/14
Denise Durant		Denise Durant	6-14-14
Barbara Jenkins		Barbara Jenkins	6-14-14
Shanegia Henderson			6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Virginia CAMACHO	[redacted]		
Na-Shon		Virginia Camacho	6-14-14
Na-shon Johnson		Na-shon Johnson	6-14-14
Lenford Campbell		L. Campbell	6-14-14
Joel Andrews			6/14/14
ANGELA RIVERA		Angela Rivera	6-14-14
Sandra Wes			6-14-14
MARSHA SKYES			6/14/14
			6/14/14
Almeda Lee			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Raymond Lewis	[redacted]		6/14/14
Tammy Kirkland			6/14/14
Cynthia Wilson		Cynthia Wilson	6/14/14
Marita Duarte		Marita Duarte	6/14/14
Mariecel M. Cerpit		M. Cerpit	6/14/14
Alicia Alonso			6/14/14
MARK CESARZ			6/14/14
Bob Dorian		Bob Dorian	6/14/14
Rosanna Rhaburn			6/14/14
CENNENCIA NEARY			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Melinda Cruz	[redacted]	Melinda Cruz	6/14/14
Yvonne Brunet		Yvonne Brunet	6-14-14
Dawn Campbell		D. Campbell	6-14-14
Shatima Vincent		S. Vincent	6-14-14
Robert Diaz		R. Diaz	6-14-14
Alicia Manners		A M	6/14/14
STANLEY BAICHU		SB	6/14/14
Jahmal Weary			6/14/14
Tracie Martinez		T. Martinez	6/14/14
Teresa Martinez		Teresa Martinez	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Joy Griffin	[redacted]	Joy Griffin	6/14/14
Tanaya Burk		Tanaya Burk	6/14/14
Nicki Canady			6/14/14
For LZH Lee			6/14/14
Willie Grubbs		Willie Grubbs	6/14/14
Tammy Williams		Tammy Williams	6/14/14
Leonard McKnight		L McKnight	6/14/14
Xavier Mendez		Xavier Mendez	6/14/14
Jermese Henderson			
Linda Henderson		Linda henderson	6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Steven Bennett	[redacted]	S. Bennett	6/14/14
Shellie D. Welsh		Shellie D. Welsh	6/14/14
Alfonso Wiggins		Alfonso Wiggins	6/14/14
Michelle Rodriguez		Michelle Rodriguez	6/14/14
Omar Herrera		Omar Herrera	6/14/14
Sheldon S.		Sheldon S.	6/14/14
Dimitri Turnier		D. Turnier	6/14/14
Gladys Martinez		Gladys Martinez	6/14/14
N. Turnier		N. Turnier	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Helen Marrazzo	[redacted]	Helen Marrazzo	6/14/14
Dorian Marrazzo		Dorian Marrazzo	6/14/14
Bryan Duran		Bryan Duran	6/14/14
Leda Nereida			6/14/14
Eulalio Nereida			6/14/14
John Duran			6/14/14
Lesley Mottley			6/14/14
Barbara Barnes	[redacted]	Barbara Barnes	6/14/14
Darrell Dungee		Darrell Dungee	6/14/14
Florida Dunglee			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ebony Bailey	[redacted]	Ebony Bailey	6/14/2014
Dayti [illegible]		[illegible]	6/14/2014
Bessie GRANT		Bessie Grant	6/14/2014
[illegible]		[illegible]	6/14/2014
DONNA Price		D Price	6/14/14
Kindra Peterkin		Kindra Peterkin	6/14/14.
Queen Smith		[illegible]	6/14/2014
Eric Maldonado		[illegible]	6/14/14
MARY L. CHAPMAN		Mary L. Chapman	6-14-14
Jennifer Greenaway		Jennifer Greenaway	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annette Simmons	[redacted]		6/14/14
Carmen Camacho		Carmen Camacho	6/14/14
Irene Wallace			6-14-14
Jessica Thomas			6/14/14
Donna Smith		D. Smith	6/14/14
Jennifer Atkins			6/14/14
Marina Reyes			6/14/14
Shawna Todd			6/14/14
Richmond Forde			6/14/14
A. Forde		A. Forde	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kerline Mercius	[redacted]	Kerline Mercius	6-14-14
Bertha Holmes		Bertha Holmes	6-14-14
Claudin Pierre Louis		Claudin Pierre Louis	6-14-14
Robert Isaac		Robert Isaac	6/14/14
Brittany Anderson		Brittany Anderson	6/14/14
Monica Davis		M Davis	6-14-14
Giovanna Vernon		G Vernon	6/14/14
Shawnay Cooper		Shawnay Cooper	6/14/14
Joseph EBH		[illegible]	6/14/14
Stewart Rind		Stewart Rind	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Annie Belle James	[redacted]	Annie Belle James	6/14/14
AVA BECKWITH		Ava Beckwith	6/14/14
VALERIE L. GALLOWAY		Valerie L Galloway	6/14/14
Alyssea Sealey		Alyssea Sealey	6/14/14
Elaine Davis		Elaine Davis	6/14/14
Louis Allegre		Louis Allegre	6/14/14
JACKIE HARDY		Hardy	6/14/14
Michelle Britton		Michelle Britton	6/14/14
Sidaine Sczczebisck		Sidaine Sczczebisck	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Mitsuharu Hadeshi	[redacted]		6/15/14
Gokce SENER			6/15/14
NIKI GOLLAN			6/15/14
Nour Hadidi			6/15/14
Molly Briseboi's			6/15/14
Amy Jazzlyn			6/15/14
Josh Carter			6/15/14
Jean Chery			6/15/14
MUSTAFA ALROUSAN			6/15/14
Ahmad Abdo			6-15-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Ashley Ortiz	[redacted]		06/15/14
Dilroy Johnson			6/15/14
Sifaada Khan			6/15/14
Ebony Burton			6/15/14
Vanessa molina			6/15/14
Narcisa Dután			6/15/14
Andrea Andrade			6/15/14
Maria Fernande			6/15/14
Rocio Moranchel			6/15/14
Yamel Frias			6/15/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tiray Gordon	[redacted]	Tiray Gordon	6-15-14
Mayte Huaman		Mayte	6-15-14
Mery Chan			6-15-14
Joylyn Dulhaney			6-15-14
Helen Gomez		Helen Gomez	6-15-14
Hulises M.		Hulises M.	6-15-14
Alvaro Miranda			6-15-14
Francis Estevez		Francis Estevez	6-15-14
Crissy Birriel		Crissy Birriel	6/15/14
Shanne Chance		Shanne Chance	6/15/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Abdullah Ali Jaime	[redacted]	Abdullah Ali Jaime	06/15/2014
[illegible]		[illegible]	06/15/2014
Dario Heredia		Dario Heredia	06/15/2014
Francisco Rosario		Fco. Rosario	
Joshua Ojeda		Joshua Ojeda	6/15/14
Leticia Navarrete		Leticia	6/15/14
Azucena Luna		[illegible]	6/15/14
Marcia Perez		Marcia Perez	6-15-14
Michelle Vassallo		Michelle Vassallo	6-15-14
Andrea Perez.		Andrea J.	6-15-14.

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Faith Brown	[redacted]		6/15/14
EMMET ELLIOT			6/15/14
Anudari Amartuvshin			6/15/14
Olga Vargas			6/15/14
David, Rivera			6/15/14
Debbie, Rivera			6-15-14
Monique Sterling			6/15/14
Shantal Horie			6/15/14
Kenneth Sacasa			6/15/14
Gladys Vasquez			

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
DEON LOWE	[redacted]	DEON LOWE	06/04/14
[illegible]			06/07/14
[illegible]			— 11 —
Binhua Wang			06/07/14
Mira Daoud			6/7/14
Shazie Bahja			6/7/14
Simeon Krustev			6/7/14
Mariela Reyes			6/7/14
Alfa Santiago			6/7/14
Marleni Fernandez			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shanice Jones	[redacted]	Shanice Jones	6/14/14
Darwin Lituma			6/14/14
Danella Douglas		Danielle Douglas	6/14/14
Momin			6/14/14
Darijen Lucasi		Darijen Lucasi	6/14
Catherine Batista		Catherine Batista	6/14/14
Kazumi Yamazaki			6/14/14
Bryan COTTO		Bryan Cotto	6-14-14.
Jalis Civil		Jalis Civil	6-14-14
Kyle St. Paul		Kyle St. Paul	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Magali Perez	[redacted]	Magali Perez	6-7-14
Luis Sanchez		Luis Sanchez	6-7-14
Jodair Pabagot			6-7-14
Pemba Dolma			6-7-14
Ivette Perez		Ivette Perez	6-7-14
Oydin Abdusamadova		O. Abdusamadova	6-7-14
Lina Arzaman			6/7/14
Natalia Henry		N. Henry	6.7.14
Anxhela Bahja			6.7.14
Arlben Bahjoa			6.7.14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
	[redacted]	SALEM	5/6/2014
Elisabeth Alten		Elsie Alten	5/6/14
Neluma Rahman		[signature]	6/7/14
LUIS OLIVER			6/7/14
Tania Attard		Tania Attard	6/7/14
Sanya Forbes		Sanya Forbes	6/07/14
Meena Rai		Meena Rai	6/07/14
Sokol Bahja		Sokol Bahja	6/07/14
Sheena Faggs		Sheena Faggs	6-7-14
KALIEM HARPER		[signature]	6-7-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE*	SIGNATURE	DATE
Janisa la Paz	[redacted]		6/14/14
Miguel Galvez			6/14/14
Tamara Davis			6/14/14
Dominique Harper			6/14/14
Waseem Jalil			6/14/14
Elizabeth Ford			6/14/2014
Fatumata Jawara			6/14/2014
Desmond Snell			6/14/14
Radi U Chowdhury			6/14/14.
Taylor R. Bolton			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lymik McNeil	[redacted]		June 14 / 2014
Oscar			Junio 14 / 2014
Christoph Estrella			
Elians Vega		E. Vega	June/14/2014
Jevell Steward			June/14/2014
Jeremy Mendez		Jeremy Mendez	June 14, 2014
Olivia Ramos			
Patricio Ramos			June 14, 2014
Jose Pilapil			Junio 14/2014
Luis Mopocito-			Junio 14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jitranun Aimdugsorn	[redacted]	Jitranun	14/06/2014
Preeyakorn Sudtasiri		Preeyakorn	14/06/2014
Dane Scarlett			06-14-14
Bryant Ruckoff			6-14-14
Joy Hanson			6-14-14
Lesbia Cruz			6-14-14
Earthe McCormick			6/14/14
ROSA BUSTA			
Alema Acevedo-Gonzalez	[redacted]		6/14/14
Jacqueline Gonzalez			06/14/2014

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jennifer Zuniga	[redacted]		6/14/14
Ysabelle Asmonte		YBasmonte	6/14/14
JENNY LEE			6/14/14
DALHEA KIM			6/14/14
Kareem Saunders		Kareem Saunders	6/14/14
Brandon Otero		Brandon Otero	6/14/14
Khalil Long		Khalil Long	6/14/14
Aidan Mella		Aidan Mella	6/14/14
Diamond Medina			6/14/14
Kat J.			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Elan Harvey	[redacted]		6/14/14
Wafae belfkih		Wafae Belfkih	6/14/14
Steven Delgado		Steven D	6/14/14
Daisy Rodriguez		Daisy Rodriguez	6/14/14
Edgar Rivera		Edgar Rivera	6/14/14
Kyle St. Paul		Kyle St. Paul	6/14/14
Bernie Sanchez Ochoa			6/14/14
Hector Olvera		Hector	6/14/14
Sergio Romero			06/14/14
Mayra Arroyo			06-14-2014

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria De los Santos	[redacted]	Maria De los Santos	06/08/14.
Braulio Chaglle			06/13/14
Samantha Stella		Samantha Stella	06/13/14
Christina Rodriguez			6/13/14
Sherry & Ashley Silva			6/13/14
Maria Salgado			6/13/14
~~Isabel Muñoz~~		~~[illegible]~~	6/13/14
Yenifer Garcia		Yenifer Garcia	6/13/14
~~Maria Hernandez~~		~~[illegible]~~	6/13/14
Angel TORRES		Angel Torres	6/13/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
ANISHENDY ACOSTA			6/14/14
Asia A. Gibson	[redacted]	A. Gibson	6/14/14
DaShawn Paredes		DaShawn Paredes	
Alma Ruiz	[redacted]		6/14/14
Sandra mendez			6/14/14
Estela Marin	[redacted]		6/14/14
[redacted]	[redacted]		6/14/14
Damien correa	[redacted]		6/14/14
Timothy Shannon	[redacted]	Timothy Shannon	6/14/14
Leslie Moran	[redacted]		06/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Segundo Maliza	[redacted]		6-14-14
William Tibar			
HENRY Quispe			
Cesar Lopez	[redacted]	Antoni	
Jeremy Matos		Jeremy Matos	6/14/14
Dennis Serrano		Dennis Serrano	6/14/14
Brandon Smith			6/14/14
Oswaldo Manyano		Manyano	6-14-14
R+ RISVY HASAN			6/14/14

Ian David Estrada

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Shawniqua Taylor	[redacted]		6/5/14
Darleni Mercede			6/5/2014
JONATHAN SANDERS			6/5/14
Samuel Hernandez			6-15-14
Ruben Herrera		Ruben Herrera	6/5/14
Wendy Molina			06/06/14
Rosa Centeno		Rosa Centeno	06/06/14
Anallely Garcia			06-06-14
[redacted] Maria Salgado			6/06/14
Teresa castillo		Teresa castillo	06-6-14
Kamla mahipat	[redacted]	Kamla Mahipat	6-6-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Luis G.	[redacted]		6/15/14
David W			6/15/14
Emily F			6/15/14
Robert S.			6/15/14
Ana Rodriguez			6/15/14
Belinda Mercedon	[redacted]		6/15/2014
Mariam Lyelpassi			6/15/2014
Shaquilla Maynard			6/15/14
Steven Castro		Steven Castro	6-15-14
Carlos Santiago		Carlos Santiago	6/15/14
Miguel Angel Vargas			6/15/14
Edwin P			

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Socorro Amaro	[redacted]	Socorro Amaro	6-15-14
Sinai Amaro		Sinai Amaro	6/15/14
Rosa Valentin			6/15/14
Minerva Richardson			6/15/14
Ite Le Valentin		Ite Le Valentin	6/15/14
Thelma Palmo			6/15/14
Laura Asitimbay		Laura Asitimbay	6/15/14
Haeyoung Kim			6/15/14
Andrea Kao			06/15/2014
aly neel		aly neel	6/15/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Devon Jones	[redacted]		6/13/14
Michael Scanterbury			6/13/14
Ashley Pesso			6/16/14
			6/16/14
			06/16/2014
			6/16/14
			6/16/14
			6/16/14
Jessica Hill			6/16/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Lolita Dormer	[redacted]		6-15-14
Wendy Infante			6-15-14
MELVIN			6-16-14
Jade Clarke			6-16-14
Roger Leak			6-16-14
DAPHNE STEWART			6-16-14
Jessica Bryant			6-16-14
Nieshia Webb			6-16-14
John Smith			6-16-14
Yonette Mounter			6-16-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jorge Acevedo	[redacted]		6/7/14
Shauna Thomas			6/7/14
Christine Allen			6/17/14
Angel L. Reyes			6/7/14
Esmael Rivera			6-7-14
Margo Suarez		Margo Suarez	6-7-14
Tomoki Takemura			6/7/14
Alfred Jones			6/7/14
Hanufa Koecan.			6/14/14
GEORGE B. BEASON		George B. Beason	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Theodore Herring	[redacted]		6-14-04
Jenny DeCleau			6-14-14
Ernestine A. Ten			6-14-14
Stacey Lodge			6/14/14
Bentley Kennedy			06-'14-14
Antoinette Williams			6-14-14
Nodmy Miguel			6-14-14
Gibsy K.			6-14-14
Yohanna Sanchez			6-14-14
Sadia Cuity			6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gloria Ayanelivan	[redacted]	G-Ayanelivan	6/14/14
Dawn Voss		Dawn Voss	6/14/14
Diane Zagok			6/14/2014
Desmond Miller			6/14/14
Adaaka Knight			6/14/14
Nadine Perkins			6-14-14
Dawn Vereen			6-14-14
Iyesha Alston			6/14/14
Octavia Davis			6/14/14
Gregory Bouchard			6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Heidy Martinez	[redacted]		6/7/14
Jasmin Collado			6/7/14
Argenys Brito			6/7/14
Altagracia Pena			6/7/14
Laris Diaz			6/7/14
Masiely Hernandez			6/7/14
Alex Bracey			6/7/14
Maria Acevedo			6/7/14
Marilyn Aponte			6/7/14
Abigail Aponte			6/7/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Precious Perkins	[redacted]	P. Perkins	6/10/14
Jason Riddick		Jason Riddick	6/10/14
Michael Bennett		M. Bennett	06/10/14
Bernard wilkinson		B. Wilkinson	06/10/14
Troy Garraway		T Garraway	06/10/14
Cdere Muno		C	06/10/14
Frank Price			06/10/14
CLAUDIUS REGIS		Claudius Regis	06.10.14
Kaeron Hoare		Kaeron Hoare	6/10/14
E.D. Lewis			6/10/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Leslie Velazquez	[redacted]		6/14/14
Joy Jaufman			6/14/14
Phillip L. Tavares			
Anthony Clark			6/14/14
Pro. Hakeem Cotton			
Jerrel Key			
Janette LaSaine		Janette LaSaine	6/14/14
Joshua Burke			6/15/14
C. Wyatt			6/14/14
Pythagore Antoine			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Ogunbeye	[redacted]		6/10/14
Oluyoke Akindipe			6/10/14
Adesina Eunice			6/10/14
KAREN ALLYENE			6/10/14
Velda Charles			6/10/14
Karol Beneditth			6-/14/14
FREDRICK BROWN			6/14/14
GAbriel Wilson			6/14/14
Andre Thomas			
Christian Aston			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Marcus Simon	[redacted]	Marcus Simon	6/14/14
Christina Serrano			6/14/14
Sherica Downing		S. Downing	6/14/14
Olawale Ajiboye			6/14/14
Joann Roldan		Joann Roldan	6/14/14
Donna Rodney			6/14/14
Darryl Wood		Darryl Wood	6/14/14
Louis Rogers		Louis Rogers	6/14/14
Lourdes Santana			06/14/14
Anita Walker		Anita Walker	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tommy Habacker	[redacted]		6/14/14
Brandon Powell			6/14/14
Georgia Wells			6/14/14
Kenon McCabe			6/14/14
RANDY FIGGURES			6/14/14
EVELYN Ramos			
MARCO JACOME			6/14/14
[illegible]			
Nakeema Hazel			
Ashley Clarke			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Michell Ross	[redacted]	M Ross	6-10-14
Vanessa Hofmeyer		Vanessa Hofmeyer	6-10-14
Maxini Ingram		Maxini Ingram	6-10-2014
Ketura Noble		Ketura Noble	6/10/14
Linda Jordan		L. Jordan	6/10/14
Derwin Woods		Derwin Woods	6/10/14
Stefanie Brown		Stefanie Brown	6/10/14
Carol-Forester		Carol Forester	6/12/2014
Natasha Lewis		Natasha M Lewis	6/12/2014
Shamona Kirkland		Shamona Kirkland	6/14/2014

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Prudencia Lindo	[redacted]		6-16-14
Roderick Harrigan			6-16-14
Dwayne Miller			6-16-14
Deon Lewis			6-16-14
Donald Capers			6-16-14
Robert Harris			6-16-14
Stuart J. Vernon			6-16-14
Maya Jimmy			6-16-14
ALYSSA OH			6-16-14
KELLY Gray			6-16-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
☆ OUSMANE	[redacted]	X	6-7-14
Akeem Dean			6-7-14
Sonya Smith			7 JUN 14
Desiree Holmes			6/7/14
Dalia Barcia			6/7/14
Donna Dickerson			6/7/14
Robert Fields		Robert L Fields	6/7/14
Lanora Alston			
Shana coklough		S. Coclough	
Barbara McConnell		B McConnell	

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Maria Navarro	[redacted]		6/7/14
Donna Moore			6/7/14
Nyon Anthony			6/7/14
Kelly Marrero			6/7/14
Jonathan Villanueva			6/7/14
Keith Ezell			6/7/14
IVDIRS LAVANN			6/7/14
Ryan Capers			6-7-14
Jamasia Walker			6-7-14
Nykica Cohen			6-7-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Felicia DeJesus	[redacted]		06/14/14
Joyce Knoll			06/14/14
MARK BENNETT			6-14-2014
Anthony Taylor			6-14-2014
DARRYLE ROBINSON			6-14-14
ERIC GRIMES			6-14-14
Elsa Sousa			6/14/14
Erick Golon			6/14/14
Ronnit Kirby			6-14-14
Carmen Nuñez			

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jordan Rodney	[redacted]	Rodney Jordan	6-14-14
Cassidy Lyman			6-14-14
Jasmine Blasser			6/14/14
Sean Abney			6/14/14
TREVOR ROYES		Trevor Royes	6/14/14
Robenson Henry		K6	6/14/14
Diana Vargas		Diana Vargas	6/14/14
Kenzel Collins		Kenzel Collins	6/14/14
Christall Esson		Christall Esson	6/14/14
Brittany Harris			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
E Jay Lewis	[redacted]		6/14/14
Andres CHAVEZ			6/10/2014
Lisa Davis			6/10/14
Lataya Harper			6/10/14
Lena Gates			6/10/14
Brice Vainqueur			6/10/14
CHRIS BRIANN			6.10.14
Paul Semple			6.10.14
Vanessa Mowatt			6.10.14
Andrea Hull			6-10-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Zachary M Green Jr	[redacted]	Zachary M Green Jr	6-14-2014
Shaquana Burnett		S Burnett	6-14-2014
Jessica Henderson			6.14.14
Jenika Mullen			6/14
Chanta Solomon		Chanta Solomon	6/14/14
William Joynes		William Joynes	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Britty Davis	[redacted]	Britty Davis	6/14
Isaac Marcial		Isaac Marcial	6/14/14
Britany Powell		Britany Powell	6/14/14
Yaraliz Munoz		Y. M.	6/14/14
Greg Solomon		[illegible]	6/14/14
Edgar Pacio		Edgar	6/14/14
Jonathan Lunes		[illegible]	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Jcnelle Valmyr Donate	[redacted]	[signature]	6/15/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Brian Smith	[redacted]		6/14/14
Lukas Yerolaxy			6.18.14
Stephen Gilman			6/14/14
Christopher Sewell			6/14/14
Monique Washington		MS Wash	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Darielin Quiroz	[redacted]	Darielin Quiroz	06/14/14
Gustavo Jimenez		Gustavo Jimenez	6/14/14
Marvin Cordova		Marvin Cordova	6/14/14
Mary Boaz		M. Boaz	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Kimy Y. Archer	[redacted]		6/14/14
Gordon Lamour			6/14/14
Edward Delarosa			6/14
Jenna Lempesis			6/14/14
Stacey Nevels			6/14/14
Celia Beggs			6/14/14
Regina Robinson			6/14/14
K Robinson			6/14/14
Cecilia Robinson			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Claire Robinson	[redacted]	Claire Robinson	6/14/14
Charla D. Hunt		Charla D. Hunt	6/14/14
Desiree Dalton		Desiree Dalton	6/14/14
Sandy Saunders			6/14/14
Jacielle Smith		Jacielle Smith	6/14/14
Abby Whitbeck			6/14/14
Genny Martinez		Genny Martinez	6.14.14
E. Jay		E. Jay	6.14.14
T. Mothershed		T. Mothershed	06.14.14
Amy Roth		Amy Roth	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
	[redacted]		6-14-14
Adelaide Maynard			6-14-14
Edwards Sorcher			6/14/14
Brenda Veal			6/14/14
DAVID DREW			6/14/14
MARINA - PETERSON			6/14/14
C. IFIELD			6/14/14
Jay Mathurin			6-14-2014
Julio Evans			6/14/14
Johnnie Vega			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Judy Palafenzo	[redacted]		6-14-14
Yusef Thomas			6-14-14
Joe Herrera			6-14-14
Destiny Ward			6/14/14
Arin Dix			6/14/14
Marcus Dawson			6-14-14
Millicent Estwick			6-14-14
Gabrielle Thompson			6/14/14
Jenna Lempess			6/14/14
Laura Goldstein			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Gus Goldsack	[redacted]		6/14/14
Josh Conkel			6/14/14
Jessica Rodriguez			6/14/14
Keena Bryan			6/14/14
Sharon Strait			6/14/14
Marina Melson			6/14/14
Andrew Stirling			6/14/14
Krishna Kerwar			6/14/14
Monica Oehlers			6/14/14
Keith Jones			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Anna Williams	[redacted]	Anna Williams	6/14/14
Wandiesha Bell		WBell	6/14/14
Malikah Al-Ugdah		malikah Al-Ugdah	6/14/14
Justa Vertus		Justa Vertus	6/14/14
Stephania Raine		SR	6/14/14
Bonnie Cordet		B. Cordet	6/14/14
Norman Damon		Norman Damon	6/14/14
Nelson Deakins		N Deakins	6/14/14
Tawana Hall		Tawana Hall	6/14/14
Stanford Major		Stanford Major	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Christiana Williams	[redacted]		6/14/14
Jacy Bramble			6/14/14
Edgar Dacto			6/14/14
Arin Dix			6/14/14
Natasha Smart			6/14/14
Admass Williams			6-14-14
Kim Davenport			6-14-14
Darielin Quiroz			6-14-14
Ruby Moses			6-14-14
Billy Mogellaca			6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Alayja Hutchins	[redacted]	Alayja Hutchins	06/14/14
[illegible]			6/14/14
Brianni Peters		Brianni Peters	6/14/14
MARCIA ADAMS			6/14/14
NELSON LEON			6/14/14
[illegible]			6/14/14
Melinda Morel			6/14/14
Briana Gold		Briana Gold	6/14/14
Cheressa Taylor		Cheresse Taylor	6/14/14
[illegible]			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
EDWIN ARCHER	[redacted]	Edwin Archer	6/14/14
Yolanda Johnson		Yolanda Johnson	06-14-14
Twana Boyd		T. Boyd	6-14-14
Torren Boyd		[illegible]	6-14-14
Kelva Burnette		Kelva Burnette	6-14-14
Justa Vente		Justa Vente	6-14-14
Stephania Ruano		[illegible]	6-14-14
Sherly Brice		Sherly Nicolas	6-14-14
Jahaira Aracena		Jahaira Aracena	6-14-14
Caroline Roth		[illegible]	6-14-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Tajah Murriell	[redacted]	Tajah Murriell	6/14/14
Zoraida Gonzalez			06/14/14
[illegible]		[illegible]	06/14/14
Brandon H.		B. Hinton	06/14/14
Sharyan		[illegible]	06/14/14
Jelani Simon		[redacted]	6/14/14
Khalil Jones		Khalil Jones	6/14/14
[illegible]		[illegible]	06/14/14
Carolina Lugo		[illegible]	6/14
Lynette Ransome		Lynette Ransome	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Justa Vuelo	[redacted]	Justa Vuelo	6-14-14
Jeffrey Cruz		Jeffrey Cruz	6-14-14
Thierry Nicolas		Thierry	6-14-14
Kiesha Duncan		Kiesha	6-14-14
Desiree Coleman		DColeman	6e-14-14
Chaya Soloma		Chaya Soloma	06-14-14
Crystal Griffith			6/14/14
Jahnic Vee	[redacted]	[redacted]	6/14
Marvin Cordova	[redacted]	Marvin Cordova	6/14/14
Alpha Bah			6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
KEVIN ROSS	[redacted]	Kevin Ross	June 14
Brian Magellara			6/14/14
Edward DeLarosa		Edward	6/14/14
Ariana Ramirez		ariana	6/14
CYNTHIA ROBINSON		Cy	4/14/14
Shamecka Perez		S Perez	6-14-14
Cheressa Taylor		Cheresa	6-14-14
Sandra Medina		Medina, Sandra	6/14/14
Tonya Croft		T Croft	6/14/14
Stephen Axon		Stephen	6/14/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Chastity ZAYAS	[redacted]		6.9.14
EMMANUEL TAWIAH			6:9:14
Harriet Holder			6-9-14
FANNIE Weight			6-9-14
Qianna Brooks			6/10/14
Beuna Weinstein			6/10/14
Amanda Austin			6/10/14
Raven Ali			6/10/14
Amy Heiberg			6.10.14
Zeron Halat-in			6/11/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Reina Alfred	[redacted]	R. Alfred	6/17/14
Jackie Farrow		Jacqueline Farrow	6/17/14
~~Aleyah~~ Eleshia Mayers		Eleshia Mayers	6/17/14
Jayden Trim		Jayden Trim	6/17/14
Helen Kham			6-17-14
LATOYA TENIA.			6/17/14
Darril Stanford		~~Darril Stanford~~	6-17-14
LUCY RIJO-PASCALL			6-17-14
DARRIL JAMES			6-17-14
Marcia Graham			6/17/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Grace Powell	[redacted]	Grace Powell	6/17/14
Melody Pink		Melody Pink	6/17/14
Cheryl Lyons		Cheryl Lyons	6/17/14
Amanda Pollard		A Pollard	6/17/14
Marcia Williams		M Williams	6/17/14
Kiah Culzac		Kiah Culzac	6/19/14
Jasmine Benitez		Jasmine Benitez	6/19/14
Eriuberta Marte		Eriuberta marte	6-19-14
Jennifer Mejia		Jennifer Mejia	6-19-14
Aura González		Aura González	6-19-14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Rigoberto Nunez	[redacted]		06/19/14
Lillian Rodriguez		Lillian Rodriguez	6/19/14
Kelvin Rosario		Kelvin Rosario	6/19/14
Santa Whitehead		Santa Whitehead	6/20/14
Elizabeth Camargo			6/20/14
Jeffrey Chery			6/20/14
Navarro Sonia		Navarro	6/24/14
Ruth Sowell			6/24/14
Bibi Mohabier		Bibi Mohabier	6/24/14
Lissette Morales		Lissette Morales	6/24/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Arcela Asencio	[redacted]		6/17/14
L. Caesar			6/17/14
CAROL JACOBS			6/17/14
Fay M'Geary			6/17/14
Yssel Calixte			6/17/14
Yvette Haynes			6/17/14
Renelle Joseph			6/17/14
Shirnelle Marshall			6/17/14
Patricia Charles			6/17/14
Juliet Adeleke			6/17/14

Achievement First

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

NAME	NEIGHBORHOOD WHERE I LIVE	SIGNATURE	DATE
Eduardo Fontana	[redacted]		6/24/14
Angeri Fontana	↓	Angeri Fontana	↓
Gabriel Fontana	"	Gabriel Fontana	6-24-14
Pedro Taverez	"	Pedro Taverez	6/24/14
Carmen Tavarez	"	Carmen Tavarez	"
Carolina Taverez	"	Carolina Tavarez	"
Lillian Ortiz		Lillian Ortiz	6/25/14

Daycares Supporting Achievement First New Charter Schools Applications	
Event/Meeting/Presentation	**CSD**
Friends of Crown Heights	17
Brownsville Rec Center	23
200 Central Ave. Day Care Center	32
Bushwick United Headstart 77	32
Building Blocks	32
Salvation Army Bushwick Daycare	32
Grand Street Settlement - Daycare	32
Superior Day Care Center	32
Salvation Army Bushwick After School	32

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

WALTER T. MOSLEY
Assemblyman 57th District

COMMITTEES
Housing
Banks
Corporations, Authorities, and Commissions
Cities
Codes

DISTR CT OFFICE
Shirley Chisholm State Office Building
55 Hanson Place, Room 328
Brooklyn, New York 11217
(718) 596-0100

ALBANY OFFICE
Room 528
Legislative Office Building
Albany, New York 12248
(518) 455-5325

EMAIL
mosleyw@assembly.state.ny.us

June 18, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. I am encouraged by Achievement First's success in my district, at AF Endeavor Elementary and Middle schools, and I support their right to serve more students.

The families my office serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities.

To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

I am very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. I am thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. I ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Hon. Walter T. Mosley, New York State Assembly, 57th District

Jumpstart
Children first.

Brooklyn College The City University of New York

June 12, 2014

To Whom It May It Concern:

I am writing to express my support for the Achievement First application to open two new public charter schools to provide additional high quality education options for Brooklyn families. My organization, Jumpstart for Young Children at Brooklyn College, works with over 60 families who live in the neighborhoods of Brownsville and Crown Heights where Achievement First intends to open the charter schools.

The families that Jumpstart serves would love to have the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the Achievement First 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. Jumpstart at Brooklyn College is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Tracey Barnett

Tracey Barnett
Senior Site Manager
Jumpstart for Young Children at Brooklyn College

ACE INTEGRATION HEAD START

(ACCEPTANCE OF SELF, CREATIVITY, AND ECOLOGY)

June 20, 2014

To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My organization, ACE Integration Head Start, works with families who live in the neighborhoods of Bushwick and Bedford-Stuyvesant where Achievement First intends to open the charter schools.

The families we serve want the opportunity for their children to attend a high-performing public charter school close to home and they are often attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children as they consistently rank among the top 15% of New York City schools on the annual Department of Education report card.

We are excited that Achievement First's newest charters will serve more families looking for quality education opportunities. ACE Integration Head Start is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,

Mickey Ronan-Grosshtern, MSW, Esq.
Administrative Director

1419-23 BROADWAY • BROOKLYN, NEW YORK 11221 • TELEPHONE (718) 443-3917 • FAX (718) 452-6459

BMCI

Bushwick Community Partnership Program
CPP -Chairs:
Moreen King, Traditional Education Center Inc.

CPP Coordinator:
Raul Rubio Jr., Community Partnership Program

June 13, 2014

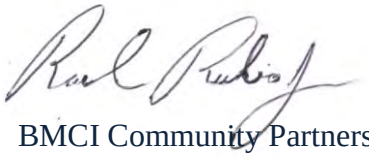
To whom it may concern,

I am writing to express my support for Achievement First's application to open three new public charter schools to provide additional high quality education option for Brooklyn families. My coalition organization, Bushwick Community Partnership Program (CPP), works with families who live in the neighborhood of Bushwick where Achievement First intends to open the charter schools.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charters will serve more families looking for quality education opportunities. The Bushwick Community Partnership is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter applications and help more children in our community achieve academic success.

Sincerely,
Raul Rubio Jr.



BMCI Community Partnership Program (CPP)
CPP Coordinator

Community Coalition
of
East New York
400 Liberty Avenue, 2nd Floor
Brooklyn, NY 11207
Phone: (718) 345-6300
Fax: (347) 274-0671
www.buildingcpi.org

June 24, 2014

To whom it may concern,

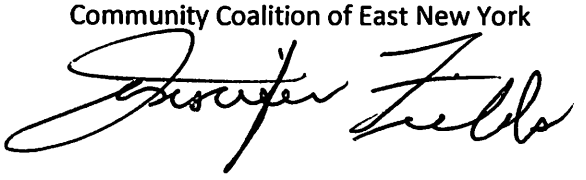
I am writing to express my support for Achievement First's application to open two new public charter schools to provide additional high quality education option for Brooklyn families. The Community Coalition of East New York (CCENY) works with families who live in and around East New York, where Achievement First currently has charter schools. The Coalition is one of the 11 city-wide Community Partnership Programs (CPP) of the Administration for Children's Services (ACS). It is a network of over 50 organizations that work hand-in-hand with ACS to build a safety net for children and families in the neighborhood.

The families that, by extension, my organization serves want the opportunity for their children to attend a high-performing public charter school close to home. The families we serve are attracted to the safe, college preparatory environment that charter schools can provide. Although Brooklyn continues to grapple with how to address providing high quality education for all young people, I am encouraged by Achievement First's proven track record of meeting the needs of children. Achievement First schools consistently rank among the top 15% of New York City schools on the annual Department of Education report card. AF Brooklyn High's second senior class will graduate in June; 100 percent of its seniors have already been accepted into four-year colleges and universities. To date, every single Achievement First high graduate in Brooklyn and Connecticut has earned acceptance to college. This success has translated into tremendous demand from families, with more than 7,400 applications received for the 2014-15 school year. This level of demand demonstrates a need in our city and Achievement First's charter application seeks to address that need and serve more Brooklyn families.

We are very excited to know that Achievement First's newest charter will serve more families looking for quality education opportunities. The Coalition is thrilled to continue to partner with Achievement First and to expand this partnership with their newest schools. We ask that you please approve Achievement First's charter application and help more children in our community achieve academic success.

Sincerely,

Jennifer Fields, Co-Chairperson
Community Coalition of East New York



15. Student Demand, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

In the 2013-14 recruiting season, Achievement First schools received 8,226 applications for 1,380 seats, or approximately 6 applications per seat. Based on the overwhelming demand for middle school options we heard in our community outreach, we are confident that all of the 5th grade seats in year one for Achievement First Charter Schools 12 will be easily filled.

For example, AF Crown Heights has consistently received over 10 applications per available seat and this past recruitment season was no exception. Achievement First Endeavor, the only AF school that currently recruits 5th graders, received 5 applications per available seat in 2013-14. It is noteworthy that a large proportion of these applications came from outside of CSD 16, despite the fact that the AF recruitment team did not actively recruit for 5th grade seats in CSD 17, 23, or 32. This interest in attending an AF middle school, spread primarily by word of mouth, makes us even more confident that the demand for AF middle school seats in CSD 16, 17, 23, and 32 is strong. We do not expect to require significant recruitment for AF Charter School 12 high school, as Achievement First Brownsville and Apollo middle schools will be graduating 8th grade classes which we expect to make up the majority of applicants.

(b) Target Populations

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. The response should address:

- **The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**
- **Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and**
- **A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.**
- **Be sure to clearly delineate how the school would address each individual sub-group.**

Achievement First believes that AF schools cannot truly be exemplars within public education unless we are serving students who reflect the demographics of our community. We will seek to meet and exceed the enrollment the most recent targets set by the State Education Department:

Percentage of Enrollment:

		CSD 16	CSD 17	CSD 23	CSD 32
5-12	FRL	86	87.9	86.2	89.1
	ELL	2.1	7.7	2.7	20.3
	SWD	17.3	10.3	13.7	11.9

The Achievement First student recruitment team uses a comprehensive strategy consisting of direct outreach, school-based info sessions, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the application numbers above suggest, these

techniques have been successful in generating applications. The efforts have also been particularly effective in letting low-income families know about the opportunity to apply. In addition to increasing awareness of Achievement First, we also increased the ease of applying by adding a 24/7 call center option. In past years, families were able to apply to Achievement First by submitting a paper or online application.

In 2010, all Achievement First schools began implementing an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. Achievement First Charter School 12 will also grants preferences for at-risk populations such as English Language Learners and students receiving special services. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA-based daycare centers, the pool of applicants who qualify for free or reduced-price lunch has been large, and the preference has been effective in substantially matching or exceeding the district percentages of low-income students for the incoming classes Our historical commitment to enrolling low-income families, English Language Learners students receiving special services, along with our extensive relationships with non-profits that serve these families, positions us to recruit an incoming class that reflects the makeup of the local Community School District.

For schools operating in Community School Districts that have a high percentage of English Language Learners, the student recruitment team has targeted outreach to these families. All outdoor signs are in both English and Spanish (the predominant language other than English spoken in Bushwick and East New York), as are all of the brochures and other marketing materials, including the Achievement First student recruitment website page. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations. Outreach to English Language Learners during the 2013-14 recruitment season included, but was not limited to: presentations at Bushwick United day care center, Salvation Army Bushwick day care center, University Settlement day care center, ACE and New Life Headstart as well as participation in the Association of Hispanic Ministries and Bushwick Community Partnership Program meetings. Collectively, staff and volunteers logged nearly 650 collective hours of direct community outreach. AF also hosted a Bushwick community event in April where a food truck provided free food and gave families an opportunity to learn more about AF. At Achievement First Bushwick Elementary, these efforts were successful in recruiting an applicant pool that included 24% of students who speak a language other than English at home. To ensure similar results at the new schools, we intend to use the same strategies to recruit English Language Learners. In addition, the student recruitment team will collaborate with faith-based institutions, community organizations and day care centers that are closely linked to the non-English speaking families in the community where the school will be located to help identify and recruit these families.

Across the network, efforts to recruit students who may require special services have focused primarily on making clear in promotional materials and presentations that Achievement First is highly effective for students receiving special services, and that we offer services in accordance with IEPs. In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the AF Network Support special services team to ensure that marketing materials capture the range of services available. We also partnered with an organization, Resources for Children with Special Needs (RCSN), for a number of events (information fair, presentation, etc.) to ensure

families with children who have special needs are aware of Achievement First's special education services. This collaboration was in response to feedback we heard in the planning for AF Brooklyn Academy about engaging with organizations that serve populations with special needs. This collaboration is a first step to deepening engagement with organizations that serve students with special needs. This, along with finding creative ways to work with day care centers to get students kindergarten ready starting in pre-school, are priorities for AF Charter School 12. We also plan to host a Visitor Day during the 2014-15 school year that is exclusively for leaders of day care centers that serve predominately at-risk students. This Visitor Day will include an opportunity for day care leaders to meet with school leaders to discuss school readiness.

Retention of students at Achievement First schools is a network-wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition, the financial bonus of the leadership team is jeopardized. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—will be disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified. Reflecting this network wide priority, Achievement First school leaders and regional superintendents share student retention strategies via the AF School Leader Memo.

Retaining Low Income Students An example of a best practice that new schools will utilize is early identification and intervention with families who are considering leaving. This approach uses historical data on attrition to identify risk factors that predict future attrition. In many cases, student attrition is the result of families disagreeing with a decision to retain a student in a grade for another year. The likelihood of attrition increases when there is a possibility of retention in grade combined with a family member who does not fully support the behavioral expectations of the school. The new schools will use this information to develop specific family engagement and support strategies for scholars who are at risk of leaving. Experience across the network has shown that strong relationships and thoughtful discussions with families are often what make the difference when having a difficult discussion with family members. AF regional superintendents will specifically coach principals on how to have effective conversations with families regarding retention in grade. Moreover, Achievement First has hired two new full time positions that will dedicate significant time and resources to helping schools build better relationships with families: the Director of Family Engagement, and the Director of Diversity & Inclusiveness. The principals and regional superintendents will also establish a spring calendar of data review meetings to look at students who have "promotion in doubt" status, to target specific families who are at higher risk of leaving due to disagreements with school culture and student behavior expectations. Tailored family-specific strategies will be developed to ensure that do everything possible to keep these students with us. This general approach to student retention applies to the specific populations below, with the additional elements described in the following paragraphs.

Retaining English Language Learners We believe that the factors above also apply to English Language Learners, with additional nuances. Because parents of English Language Learners often do not speak English fluently themselves, the nuanced conversations about academic performance can be more

difficult. As a result, the structure for building family relationships will be somewhat different for these families. The ESL teacher or SPED coordinator (depending on the number of ELL students enrolled) will be primarily responsible for proactively developing relationships and trust with families of English Language Learners as soon as the student is identified as limited English proficient, regardless of academic performance. We believe that these proactive relationship-building practices will establish the trust necessary to identify families early who are at risk for leaving, and to intervene effectively to persuade them to stay with us.

Retaining Students with Disabilities We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approach for prevention the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their regular education peers. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for EVERY child, and the differentiated supports we provide to make sure each child meets these expectations, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support data team and regional director of special services will provide disaggregated academic and behavioral data for students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are extremely likely to stay with us.

15 Evidence of Student Demand

c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

We believe that the strongest evidence of demand for seats at Achievement First Charter 12 is the number of applications submitted to similar schools across the network. As noted in Response 15(a), the demand is overwhelming. The Achievement First student recruitment team solicits paper applications as well as online applications via the Achievement First website, and also offers a call center option to fill out applications over the phone. Applications are managed using the *InfoSnap* enrollment management application. Records related to these applications are available for review by the Charter Schools Institute, should the Institute want to verify application numbers. The materials in Response 14(c) also reflect strong demand for middle school seats at Achievement First Charter 12, as many parents who our volunteers spoke to specifically noted the lack of safe, college-preparatory middle school options in their communities.

16. Facility

(a) Facility Needs

Describe the facility needs of the proposed new school for each year of the charter period, including any unique features necessary to implement the school design and academic program, including;

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs; and,**
- **Space requirements for administrative functions, food services and physical education.**

As noted in 14(a), Achievement First has a long term working relationship with the NYC DOE Office of Portfolio Management, and immediately upon submission of this proposal to the Institute, Achievement First will submit a request for co-located public facilities in accordance with New York state law. The Office of Portfolio management has been notified of our intent to apply for AF Charter Schools 12, including our desire to locate each school in a public facility. In order to increase the likelihood of being granted public space, we are willing to locate each of the schools in any of the CSDs in which an AF school currently operates, with the exception of CSD 19. As such, the ultimate location of the facility is not yet known. The requirements for the facility are detailed in the table below, which indicates grade-by-grade classroom needs (the year-by-year needs are determined by the enrollment plan). The table indicates the standard Achievement First model, with minimum and target square footage for each classroom, as well as the standard DOE instructional footprint. While we will seek to identify DOE space that meets the AF specifications, Achievement First schools have successfully operated within the DOE footprint described below.

Additional information on space required for administrative functions, physical education, student support, and media/library is attached in Response 16(d).

	AF				DOE			
	Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]		Actual NO. OF UNITS	Min. AREA [sf]	Target AREA [sf]	First year when this space will be required:
GROUP 1- General Instruction								
Kindergarten	3	800	900		3	750	1,000	2
Typical Classrooms - Grade 1	3	800	900		3	600	750	2
Typical Classrooms - Grade 2	3	800	900		3	600	750	3
Typical Classrooms - Grade 3 *	4	720	800		4	600	750	4
Typical Classrooms - Grade 4 *	4	720	800		4	600	750	5
Total Elem	**17**				**17**			

Typical Classrooms - Grade 5/9 *	4	720	800		4	600	750	1
Typical Classrooms - Grade 6/10 *	4	720	800		3	600	750	2
Typical Classrooms - Grade 7/11 *	4	720	800		3	600	750	3
Typical Classrooms - Grade 8/12 *	4	720	800		3	600	750	4
Total Middle or HS	**16**				**13**			
Group 2 – Specialized Rooms								
Art Classroom	1	900						1
Dance/Multi-purpose Room	1	900						1
Music Classroom	1	900						1
Small group classrooms	5	800						1
Science Lab	1	1,125						1
Administrative Rooms	4							

Achievement First generally has an additional three to four classroom equivalents for administrative space. This would be for a main office, principal and dean offices, Ops staff and the social worker. Additionally, each new school would ideally have a cafeteria large enough to hold 200 students to accommodate two grades in each lunch wave. A gymnasium of 3,000 to 4,000 square feet is also the ideal size. Response 16(d)-Additional Facility Information includes blueprints of several Achievement First floor plans as examples of what a floor plan might look like for the new charters.

(b) **Facility Selection**

Describe the efforts to date to secure a facility for the new school.

- **If a facility has been identified, describe the facility and how it meets the school's needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,**
- **How the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.**
- **If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school opens (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning including associated costs.**
- **If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school's proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.**

As noted above, Achievement First will work with the NYC DOE Office of Portfolio Management to request a co-located facility for each school. This process began with an initial notification of our intent to propose for these new charters, and will continue with a formal space request made immediately

upon submission of the proposals to the SUNY Charter Schools Institute. The Board is aware that the following outcomes are possible resulting from this request:

1) The DOE offers acceptable co-located facilities. In this case, the schools would be sited in these facilities.
2) The DOE offers an unacceptable co-located facility, in which case the Board would request an expedited hearing from the Commissioner. If we are successful in the appeal, the school would be eligible for facilities funding equal to the lesser of 20% of per pupil funding or actual lease costs.
3) If we are unsuccessful in the appeal, the schools would not be entitled to facilities assistance.

In scenario 2 or 3, the Board would work with the Achievement First to secure an appropriate private facility for each school, either by leasing or purchasing space. As detailed in the Achievement First CMO Business Plan, the Achievement First facilities team has managed 27 complex capital projects across three states (New York, Connecticut, and Rhode Island) and five cities (New York City, New Haven, Bridgeport, Hartford, and Providence). These projects have ranged from new construction of school buildings (1485 Pacific Street in Brooklyn, 510 Waverly in Brooklyn, and 130 Edgewood in New Haven), major renovation of purchased facilities including environmental remediation, fire protection upgrades, HVAC, plumbing, and electrical upgrades, interior demolition, interior construction, playing field and play structure construction, and cosmetic upgrades. In addition to meeting 100% of its fundraising goals in support of capital projects, Achievement First has helped its schools secure over $20 million in financing, including mortgages, mid-term debt, lines of credit, and new market tax credits, as well as public subsidy at both the district and state level.

In terms of school facilities, the AF facilities team most recently managed the renovation of the Achievement First East New York Middle School facility, a 19th century DOE building solely occupied by AF East New York. This renovation included a full upgrade of the electrical system as well as roof repair, bathroom expansion, and a series of cosmetic repairs. As part of this process, the facilities team also worked with a local real estate broker and the local Archdiocese to evaluate private space as an alternative to the current facility. The facilities team also worked with local architects and engineers to evaluate the feasibility of building an addition on the building to accommodate full enrollment. While the school's Board and AF leadership determined that renovations to the current facility were preferable to moving to a private facility or building an addition. Nonetheless, both of these options were determined to be feasible, and the process reflects the AF facilities team's recent experience with the real estate and construction market in Brooklyn. Additionally, the AF Facilities team recently completed the search, leasing, and renovation of permanent office facilities for the Achievement First network support team, further reflecting the team's knowledge and expertise of New York real estate. Finally, the team partnered on two new school construction projects in Brooklyn, working with Civic Builders and the Robin Hood Foundation.

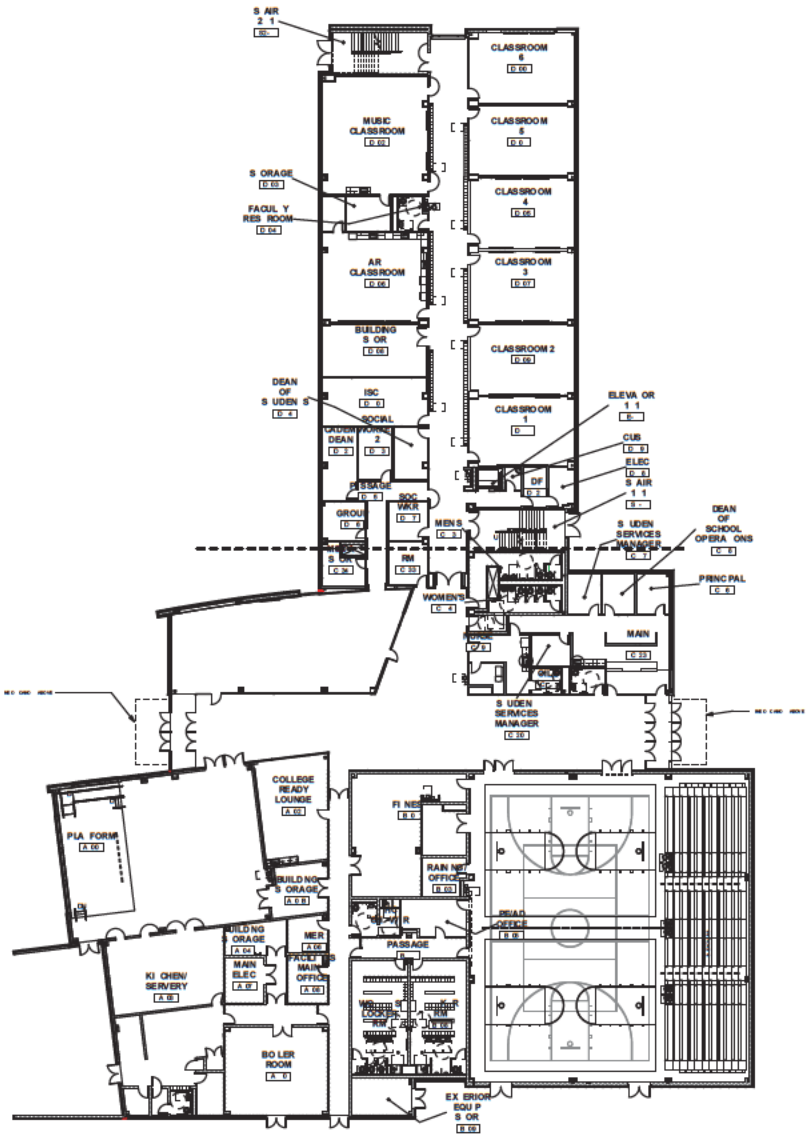
While we have not identified specific target facilities for purchase or lease for the proposed schools, we believe that Achievement First has demonstrated nearly unparalleled expertise in executing complex capital and school facilities projects across three states. Particularly given the team's current relationships with New York based real estate brokers, architects, and contractors, we feel that we are exceptionally well-positioned in the event private space is required.

Achievement First Space Core Facility Template (K-8 school)

PHYSICAL EDUCATION	When?	# Rooms
Mini-gym/multipurpose room (elementary)	yr. 1 (K)	1
Main gym with bleachers (middle)	yr. 1 (5th)	1
Gym Toilets / Locker Rooms	yr. 1 (5th)	2
MEDIA LAB/REFERENCE LIBRARY		
Media Lab / Reference Library (middle)	yr. 3 (5-7)	0
STUDENT SUPPORT		
Social Worker (Elem)	yr. 2 (K-1)	1
Social Worker (Mid)	yr. 2 (5-6)	1
Nurse's Office - (1 Nurses) / Resting area	yr. 1	1
Bathrooms	stagger over time	8
STORAGE		
Storage -- large	stagger over time	2
Storage -- small	stagger over time	2
Grounds Equipment Storeroom	yr. 1	1
Compactor Rm and Trash Storage	yr. 1	1
ADMINISTRATION		
Administra ion Suite - Central Office		1
General Office/Waiting Room	yr. 1	1
Dir. of School Ops. Office	yr. 1	1
School Managers Office	yr. 3	1
Swing Office	yr. 3	1
Document Storage Area	yr. 1	1
Administra ion Offices - Elementary		1
Principal Office	yr. 1 (K)	1
Academic Dean Office	yr. 1 (K)	1
Dean of Student Office	yr. 1 (K)	1
Conference Rooms	yr. 1 (K)	1
Teacher Work Room	yr. 1 (K)	1
Swing Office	yr. 3 (K-2)	1
Administra ion - Middle School		
Principal Office	yr. 1 (5th)	1
Academic Dean Office	yr. 1 (5th)	1
Dean of Student Office	yr. 1 (5th)	1
Conference Rooms	yr. 1 (5th)	1
Teacher Work Room	yr. 1 (5th)	1
Swing Office	yr. 3 (5-7)	1
ATHELTIC FIELDS		
Athle ic Field (for baseball, soccer, softball)	yr. 1	1

THEATER/AUDITORIUM

AF does not plan to build theaters/auditoriums, but we want fair access to one if a shared space school has one



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ACHIEVEMENT FIRST AMISTAD HIGH SCHOOL

580 Dixwell Avenue
New Haven, CT 06511

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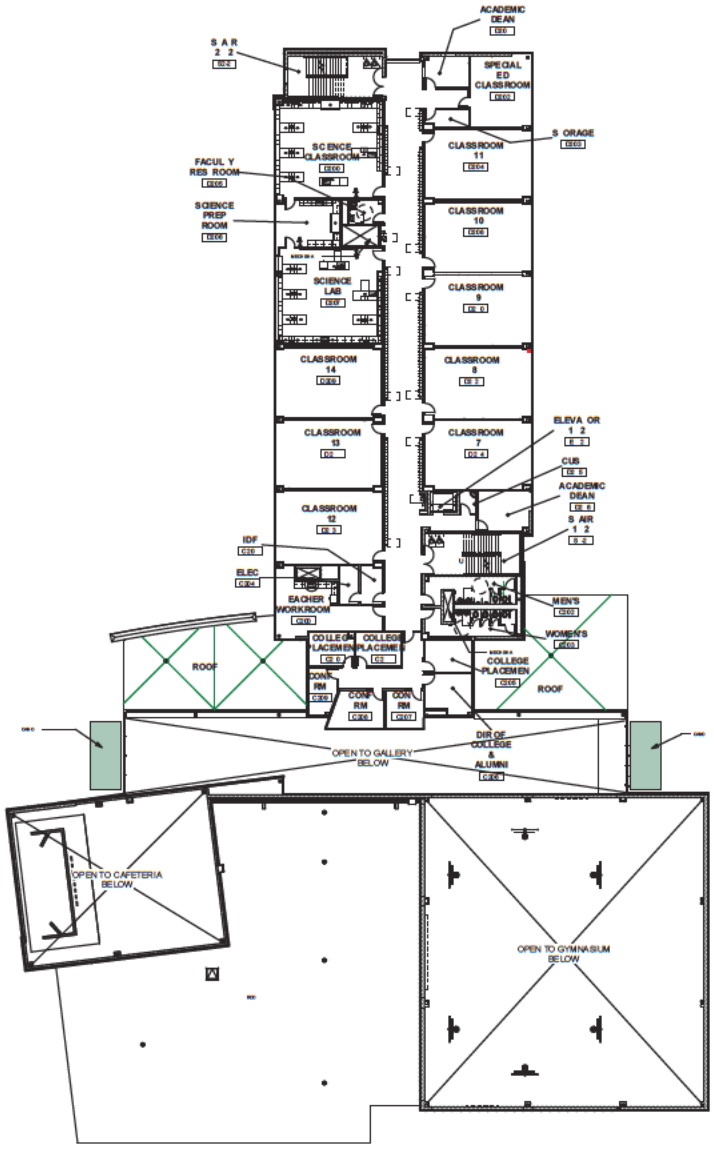

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ACHIEVEMENT FIRST
AMISTAD HIGH SCHOOL

580 Dixwell Avenue
New Haven, CT 06511

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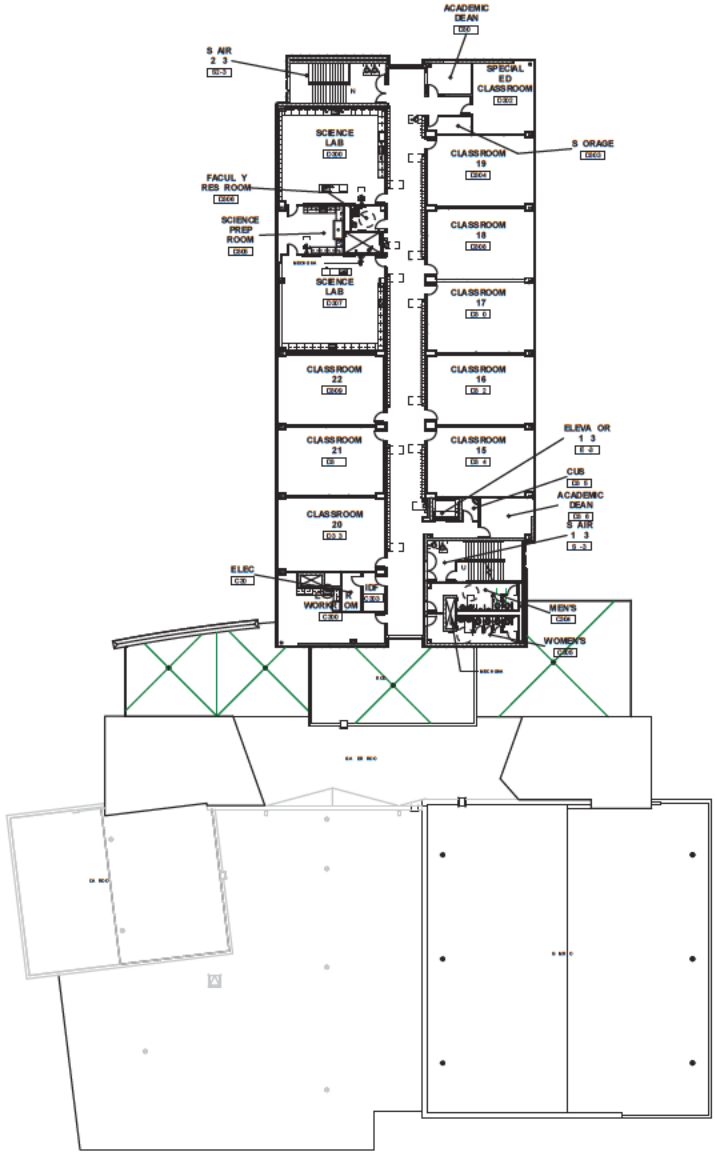

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SOMERSE NEW ERSE	732 - 667 - 6668
NEW ORK NEW ORK	212 - 695 - 4767
NA ES CRIDA	239 - 687 - 2200
BOS ON MASSACHUSE S	617 - 524 - 1500

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ACHIEVEMENT FIRST AMISTAD HIGH SCHOOL

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17. Food Services

In accordance with state and federal law, Achievement First Charter 12 will provide students with healthy and nutritious breakfasts, snacks, and lunches every school day of the year. We will strive to provide our students with snacks and meals that motivate healthy eating habits in our students. The school plans to contract either an independent food service provider or the New York City Department of Education. Depending on the school facility, we anticipate that breakfasts, lunches, and snacks will be prepared off-site and served to students in a manner which follows state and federal guidelines. As the designated point person, each of the new school's Director of School Operations will work with the food services provider to arrange for the arrival, delivery, and disposal of all food. The Director of Operations will also work with the provider to handle food services logistics and weekly reporting and compliance. In planning for the school we have determined that a very high proportion of students in neighboring schools are eligible for free or reduced Lunch. Under the Provision II program of the National School Lunch and Breakfast Program, the new schools aim to provide free meals to all students regardless of their ability to pay. Students who are eligible for free lunch will not be required to pay for meals, students eligible for reduced lunch we will required to pay a fraction of the cost, and students ineligible altogether parents will be invoiced monthly for all meals.

18. Health Services

Achievement First Charter School 12 is committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated he/she is. To this end, we plan to take several steps to ensure the health and welfare of our students.

First and foremost, each new school will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all state health services requirements including immunization and diagnostic testing requirements. The new schools will coordinate with the Department to ensure that there are nursing services available for our students; each new school will also conduct reach out to community health services organizations so our students have access to healthcare. Students will have access to medications and treatment when they are ill or injured. The staff will be trained in first aid and CPR and will maintain student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

The new school will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the 14th day of school. Student health forms will be provided to parents during each new school's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents or guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. A nurse or an appropriate staff member will review this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions from immunizations of the school's student population. Parents seeking to waive the immunization requirement will be required to submit their request in writing to the school nurse or a designated individual. This designee will review the request on behalf of the school and advise the principal, who will make the final decision on the waiver request.

At our new school, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. The new schools will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with developing peer relationships, social skills and self-esteem; resisting peer pressure; and resolving conflict; and will provide educational resources on topics related to sex, drugs, managing anger, and better understanding themselves and others. These services will be an essential part of each new school's program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency, the school's child study team, or the CSE as appropriate.

19. Transportation

The Office of Pupil Transportation Services (OPTS) and the New York City Department of Education are responsible for providing transportation services to eligible students. When AF opens its new elementary schools, students in grades K-2 will be eligible for bus services if they live more than a half mile (0.5mi) from the school. This, however, does not guarantee that busing will be provided. According to the OPTS, a single school bus can only travel a distance of five (5) miles. After grade 2, students residing more than one mile from the school may be eligible for busing. Eligible students who elect not to ride the school bus through OPTS may be eligible for reduced or full fare Metrocards, depending on their proximity to the school. Each new school will work with the school district to provide these services and with parents to make a determination of eligibility during the school's enrollment period. The schools do not plan to provide supplemental transportation services to students ineligible for transportation under §3635 of the Education Law. Parents or guardians of students ineligible for transportation by their school district of residence are responsible for providing transportation for such students.

When the new schools are in session on days when the students' school districts of residence are not in session, the school shall seek arrangements with NYCDOE to provide transportation to eligible students, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. The anticipated costs of such transportation are included in the attached budgets.

21. Programmatic Audits

We acknowledge that our charter school is subject to the same programmatic audits required of other public schools in New York State. To ensure compliance with the New York State Charter Schools Act, the Board of Trustees for the Achievement First Brooklyn Academy Charter School will conduct programmatic and fiscal audits annually. These audits will be produced in the school's annual report. Specifically, the annual report will include a school report card that highlights student achievement through city and state comparative data, attendance rates, discipline information, a student and staff profile, and fiscal performance data. This report will be made available to the public.

Achievement First Charter 12 will also develop a school accountability plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures–-including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Each year, Achievement First Charter 12 will submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the School Report Card mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

22. Fiscal Soundness

(a) Budget

The approach to budgeting at Achievement First Charter 10, 11 and 12 will be the same as Achievement First uses at Achievement First Bushwick, and for its six other New York Charters: Achievement First Crown Heights, Achievement First East New York, Achievement First Brownsville, Achievement First Aspire, Achievement First Endeavor, and Achievement First Apollo. The assumptions underlying the budget plan are based on eight years of actual performance across these Achievement First schools. We are confident that these assumptions are conservative and appropriate based on the fact that all Achievement First charters have experienced surpluses in each of the years they have been operating since 2005-2006. In addition, we have worked a contingency fund into the budgets to provide additional resources in case actual expenses exceed budgeted amounts. The network model at Achievement First allows schools to operate very efficiently, investing in great teachers and providing comprehensive instructional supports. By realizing economies of scale in shared services, we believe that AF Network Support provides back office and other services at an extremely high level of quality and cost-effectiveness, allowing the school to optimize its budgets to support teaching and learning.

Prior to start-up, every AF charter school has received significant private philanthropy and secured a line of credit from Bank of America, to ensure sufficient cash flow in the early years of operation before the school reaches full scale. While we do not expect this to be necessary given the current state of charter school funding law, we are confident that should additional philanthropic support and/or credit become necessary, that AF could raise it. The pre-operational startup costs for the new schools will be borne by Achievement First. It has been the practice of Achievement First to provide all start-up services free of charge to the charter before public per-pupil funds are available. The financial obligations of the charter thus begin in year one, starting on July 1 of the year in which the charter will start operating. The services provided by Achievement First include hiring all personnel and paying the salary of anyone hired before July 1 of the year the charter will start operating. Additionally, it includes locating and securing a facility, performing student recruitment, and developing the first year curriculum. During the early years of the charter, public revenue will be supplemented by philanthropy secured by the network, until the school reaches scale. Because the school will use an all-funds budgeting approach, specific line items are not allocated to private funds. However, if there were to be any potential shortfall in fundraising dollars, the parameters guiding the budgeting process would be revised, while maintaining the focus on supporting the core elements of the academic program.

The financial picture for existing schools has changed significantly due to recent changes in New York state law. In the best case scenario, all schools in the AF Bushwick education corporation would benefit from the significant increase in per-pupil funding, and new schools would benefit as well from either free co-location or a 20% per pupil facilities subsidy. While central Brooklyn real estate is more expensive than similar real estate in Connecticut (where AF operates more private facilities), the additional subsidy would cover new facilities costs, which have been estimated conservatively in the attached projections. The most likely scenario, at least in the short term, for private facilities is leasing rather than purchasing. A leased facility would likely require some degree of renovation or leasehold improvements, and these capital expenses would fall to Achievement First (funded by philanthropy), as they have in all other facilities development AF has done in New York, Connecticut, and Rhode Island.

Due to sound fiscal management over the course of AF Bushwick's lifetime, the education corporation has approximately $3million in Board designated reserves. This long term financial strategy has been driven by the political uncertainty inherent in the co-location process. In both the realistic and worst case scenarios, these cash reserves would allow the new schools to start up and maintain positive cash flow. In the worst case scenario (in which no facilities funding is available and currently co-located schools are forced to move into private space), some additional philanthropic support would be necessary. This would require a one-time start-up grant of $250,000 per charter. Given Achievement First's history of fundraising, as well as the likely response from the philanthropic community if such a worst-case scenario were to come to fruition, we feel that this is a realistic fundraising expectation to support the proposed growth.

There would be unavoidable programmatic effects in this worst case scenario, but based on experience Achievement First's experience in the volatile funding environment of Connecticut, we are confident that these changes would not impact student learning. Budget reductions would protect core teaching and leadership spending as much as possible, focusing on reductions in expenses related to field trips, technology, and supplies, and other areas where economies may be able to be found. However, our projections do assume a 1% reduction in the rate of salary growth for school staff. While this certainly creates the risk that recruiting new teachers will become more difficult, our experience and data analysis show that AF's competitive advantage in recruiting is not salary, but rather opportunities for professional growth and our "Team & Family" culture. Additionally, we would seek lower cost facilities in the event that facilities funding was not available. For example, we would reduce the overall square footage required by about 25%, by not requiring a gym or central gathering space, requiring smaller classrooms, and scheduling classrooms more efficiently so that more could be used as multiuse rooms. Achievement First has a successful history both of making programmatic adjustments based on adverse financial conditions, and of raising significant private funding to support schools. Achievement First schools in Connecticut have historically operated on per pupil funding that is approximately 75% of what traditional public schools receive. As a result, AF network support has worked closely with Connecticut principals to utilize a leaner financial model, which has still been very successful in meeting academic performance goals. Additionally, as explained in the CMO Business Plan, Achievement First has demonstrated the ability in excess of $25MM annually, and has identified special projects at the Network Support level that could be downsized significantly to redirect fundraising capacity to New York schools in the event that additional facilities costs arise. While the level of private fundraising that would be required in this event is not typical for Achievement First schools in New York, it is well within the demonstrated capacity of the network support, particularly given the improving funding situation in Connecticut.

Achievement First is the recipient of a federal Charter Schools Program grant, and the CSP start-up funds in Response 22(e) will be part of this grant. Consistent with network growth plans, the 2015-16 academies are included in the grant application, and that Achievement First will continue to receive CSP grants in future rounds. The full grant amount of the current grant is $5,654,771, and each academy is typically granted between approximately $225,000 over three years (individual academies under a single charter, such as AF Charter School 10 elementary and middle schools, are each eligible for the full start up grant). Because the middle school academies for Charters 10 & 11 will open with in the third year of operation, CSP start-up funds are reflected in the budget projection for Year 5.

School operating costs are based on historical expenditures, and instructional salary costs are determined largely by the labor market for teachers in New York. Our staffing model is designed to

ensure that teachers are successful in the classroom, which has a few implications for the proposed budgets. First, the school administrations are relatively large compared with traditional district schools and some charters. While our budgeting process makes every effort to direct resources to the classroom, we believe that the additional support we are able to provide for teachers is money well spent. Specifically, the 3-person operations team takes all non-instructional work off the plate of teachers, deans, and the principals, meaning they can focus entirely on teaching and learning. The five deans make it possible to provide weekly observation and coaching for every teacher. The other noteworthy area of the budget is technology. All staff are provided with a smartphone and laptop to ensure that they have the tools to communicate with families and peers, design rigorous and engaging learning experiences, and use data to drive their instruction.

(b) **Financial Planning**

Explain the process the school will use to develop its annual budget. This response should address:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and**
- **Procedures for monitoring and modifying budgets.**

Financial planning at Achievement First Charter 10, 11 and 12 will be guided by the imperative of building a program that ensures all scholars are prepared for success in college, while also establishing a financially viable and sustainable organization. The network support finance team works closely with principals and directors of school operations to understand the educational needs and build a budget to meet these needs, while at the same time setting budget parameters designed to ensure sound long term financial viability. The budgeting process runs in tandem with the "readiness planning" process at each school, beginning in January for the upcoming fiscal year. As described in Response 9(b), the readiness planning process is the process by which crucial academic and school culture systems are designed and/or refined each year. The budgeting process takes place in parallel, so that programmatic needs can be identified and prioritized. Once a final budget is agreed upon between the principal, director of school operations, and the Network Support finance team, the budget is presented to the Board finance subcommittee for initial review. Based on this review, the finance subcommittee then makes a recommendation to the full Board at the May meeting regarding budget approval.

Achievement First plays an important role in ensuring the fiscal soundness of all schools in the AF Network. By implementing consistent financial management services, including: collaborative preparation of the annual budget; providing training of operations staff in financial procedures; overseeing monthly and annual financial reporting; and implementing and supporting the system's financial systems, AF staff ensures sound fiscal processes both at Achievement First itself and at the schools in the network. The Network Support finance team brings years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The Finance team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First's strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network.

(c) **Fiscal Audits**

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

The Board of Achievement First Charter 10, 11 and 12 will ensure that an annual fiscal audit is conducted in compliance with state laws. We will conduct audits for the first fiscal year and subsequent fiscal years, and they will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards. We will select a recognized audit firm through an RFP process, with the final decisions on which firm to select to be made by the charter's finance committee. The current auditors used for Achievement First schools in New York is ERE, LLP. Achievement First Inc. conducts internal audits of the charter as part of the internal control policies and to prepare for the annual external audit. To ensure fiscal compliance, the new schools will retain an independent, certified public accounting firm to conduct a rigorous and in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The Audit & Finance Committee of the Board of Trustees will interview and make a recommendation to the full board for decision. Once the audit is complete, the Board will publish the results in the school's annual report. All information reported will adhere to generally accepted accounting procedures (GAAP) and will be in compliance with applicable Government Accounting standards. Funding for this audit is included in the school's financial plan.

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Achievement First Charter School 12

Contact Name:	Tony Siddall
Contact Email:	[redacted]
Contact Phone:	[redacted]
	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	No. of Positions	START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-
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	-	-
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	-	-
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		-
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		-
FACILITY OPERATION & MAINTENANCE		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		-
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		-
NET INCOME		-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Distr cts Per Pup l Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Spec al Needs	-	-	-	-	-	-	-
T tle I	-	-	-	-	-	-	-
T tle Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundrais ng	-	-	-	-	-	-	-
Erate Re mbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from mea s)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Admin strative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Subs itute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Spec alty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librar an	-	-	-	-	-	-	-	-
Custod an	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Emp oyee Benefits		-	-	-	-	-	-	-
Retirement / Pens on		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Spec al Ed Services		-	-	-	-	-	-	-
Titlement Services (i e. T tle I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Spec al Ed Supplies & Mater als		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supp ies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Fie d Trips		-	-	-	-	-	-	-
Transportat on (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Deve opment		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundra sing		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Bui ding and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilit es		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciat on		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activ ties		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Fund ng - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Serv ce (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donat ons	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES														
ADM NISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instruct onal Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Ass stants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Serv ces		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materia s		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Mater als other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recru tment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Ut lities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue		**1,524,923**	**235,758**	**-**	**-**	**-**	**1,760,681**
Total Expenses		**1,841,070**	**236,081**	**-**	**-**	**-**	**2,077,151**
Net Income		**(316,147)**	**(323)**	**-**	**-**	**-**	**(316,469)**
Actual Student Enrollment		-	-				-
Total Paid Student Enrollment		**83**	**9**				**92**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
School District 1 (Enter Name)	14 127	1,172,541	127,143	-	-	-	1,299,684
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pup l Revenue (Average Districts Per Pupil Fund ng)	14,127	1,172,541	127,143	-	-	-	1,299,684
Special Education Revenue		-	55,760	-	-	-	55,760
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,172,541	182,903	-	-	-	1,355,444
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	14,645	-	-	-	14,645
Title I		36,994	4,011	-	-	-	41,005
Title Funding - Other		4,404	478	-	-	-	4,882
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		30,682	3,327	-	-	-	34,009
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		72,080	22,461	-	-	-	94,540
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	-
Fundra sing		-	-	-	-	-	-
Erate Reimbursement		44,772	4,855	-	-	-	49,626
Earnings on Investments		-	-	-	-	-	-
Interest Income		1,022	111	-	-	-	1,133
Food Serv ce (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		234,508	25,429	-	-	-	259,937
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		280,302	30,394	-	-	-	310,696
TOTAL REVENUE		**1,524,923**	**235,758**	**-**	**-**	**-**	**1,760,681**

DESCRIPTION OF ASSUMPTIONS

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue		**1,524,923**	**235,758**	**-**	**-**	**-**	**1,760,681**
Total Expenses		**1,841,070**	**236,081**	**-**	**-**	**-**	**2,077,151**
Net Income		**(316,147)**	**(323)**	**-**	**-**	**-**	**(316,469)**
Actual Student Enrollment		-	-				-
Total Paid Student Enrollment		**83**	**9**				**92**
		PROGRAM SERVICES			**SUPPORT SERVICES**		
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Posit ons						
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	129,671	14,061	-	-	-	143,732
Deans, Directors & Coordinators	1.00	81,990	8,890	-	-	-	90,881
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	71,805	7,786	-	-	-	79,591
Administrative Staff	1.00	44,021	-	-	-	-	44,021
TOTAL ADMINISTRATIVE STAFF	4.00	327,487	30,737	-	-	-	358,224
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	419,180		-	-	-	419,180
Teachers - SPED	1.00		81,530	-	-	-	81,530
Substitute Teachers	-	1,939	210	-	-	-	2,149
Teaching Assistants	2.00	57,444	6,229	-	-	-	63,672
Specialty Teachers	1.00	64,533	6,998	-	-	-	71,530
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	67,581	7,328	-	-	-	74,909
Other	-	22,063	2,392	-	-	-	24,455
TOTAL INSTRUCTIONAL	11.00	632,739	104,687	-	-	-	737,426
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	524	57	-	-	-	581
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Secur ty	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	524	57	-	-	-	581
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	960,750	135,481	-	-	-	1,096,231
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	-	-	-
Fringe / Employee Benefits		143,447	15,554	-	-	-	159,001
Retirement / Pension		11,273	1,222	-	-	-	12,496
TOTAL PAYROLL TAXES AND BENEFITS		154,720	16,777	-	-	-	171,497
TOTAL PERSONNEL SERVICE COSTS	15.00	1,115,470	152,258	-	-	-	1,267,728
CONTRACTED SERVICES							
Accounting / Audit		4,136	448	-	-	-	4,584
Legal		1,292	140	-	-	-	1,433
Management Company Fee		141,912	15,388	-	-	-	157,300
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		7,927	860	-	-	-	8,787
Payroll Services			2,507	-	-	-	2,507
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. T tle I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,894	639	-	-	-	6,533
TOTAL CONTRACTED SERVICES		161,161	19,982	-	-	-	181,144
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		3,964	430	-	-	-	4,393
Special Ed Supplies & Materials			2,636	-	-	-	2,636
Textbooks / Workbooks		17,836	1,934	-	-	-	19,770
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		15,854	1,719	-	-	-	17,574
Telephone		18,819	2,041	-	-	-	20,859
Technology		62,229	6,748	-	-	-	68,976
Student Testing & Assessment		3,964	430	-	-	-	4,393
Field Trips		15,854	1,719	-	-	-	17,574
Transportation (student)		7,927	860	-	-	-	8,787
Student Services - other		7,531	817	-	-	-	8,347
Office Expense		11,029	1,196	-	-	-	12,225
Staff Development		12,063	1,308	-	-	-	13,371
Staff Recruitment		3,447	374	-	-	-	3,820
Student Recruitment / Marketing		-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		582	63	-	-	-	645
Fundraising		-	-	-	-	-	-
Other		1,723	187	-	-	-	1,910
TOTAL SCHOOL OPERATIONS		182,822	22,460	-	-	-	205,282
FACILITY OPERATION & MAINTENANCE							
Insurance		24,783	2,687	-	-	-	27,470
Janitorial		30,753	3,335	-	-	-	34,088
Building and Land Rent / Lease		207,582	22,509	-	-	-	230,091
Repairs & Maintenance		28,418	3,082	-	-	-	31,500
Equipment / Furniture		20,163	2,186	-	-	-	22,349
Secur ty		33,832	3,668	-	-	-	37,500
Utilities		36,087	3,913	-	-	-	40,000
TOTAL FACILITY OPERATION & MAINTENANCE		381,617	41,380	-	-	-	422,997
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-
TOTAL EXPENSES		**1,841,070**	**236,081**	**-**	**-**	**-**	**2,077,151**
NET INCOME		**(316,147)**	**(323)**	**-**	**-**	**-**	**(316,469)**

DESCRIPTION OF ASSUMPTIONS

education.

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue	1,524,923	235,758	-	-	-	1,760,681
Total Expenses	1,841,070	236,081	-	-	-	2,077,151
Net Income	(316,147)	(323)	-	-	-	(316,469)
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	83	9				92

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-
REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

DESCRIPTION OF ASSUMPTIONS

Achievement First Charter School 12
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		247,663	21,756	247,663	50,664	247,663	67,642	252,765	21,756	247,663	36,401	247,663	71,382	1,760,681
Total Expenses		154,211	159,495	193,949	158,799	193,949	167,732	185,015	158,799	185,015	176,372	185,015	158,799	2,077,150
Net Income		93,452	(137,739)	53,715	(108,135)	53,715	(100,090)	67,749	(137,043)	62,648	(139,972)	62,648	(87,417)	(316,469)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		500,000	593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	500,000
Net Income		593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	183,531	183,531

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
School Distr ct 1 (Enter Name)	14,127	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	1,299,684
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average D stricts Per Pupil Funding)	14,127	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	1,299,684
Special Education Revenue		9,293	-	9,293	-	9,293	-	9,293	-	9,293	-	9,293	-	55,760
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		225,907	-	225,907	-	225,907	-	225,907	-	225,907	-	225,907	-	1,355,444
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	14,645	-	-	14,645
Title I		-	-	-	-	-	41,005	-	-	-	-	-	-	41,005
Title Funding - Other		-	-	-	-	-	4,882	-	-	-	-	-	-	4,882
School Food Serv ce (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	28,908	-	-	5,101	-	-	-	-	-	34,009
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	28,908	-	45,887	5,101	-	-	14,645	-	-	94,540
LOCAL and OTHER REVENUE														
Contr butions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	49,626	49,626
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		94	94	94	94	94	94	94	94	94	94	94	94	1,133
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		21,661	21,661	21,661	21,661	21,661	21,661	21,661	21,661	21,661	21,661	21,661	21,661	259,937
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		21,756	21,756	21,756	21,756	21,756	21,756	21,756	21,756	21,756	21,756	21,756	71,382	310,696
TOTAL REVENUE		**247,663**	**21,756**	**247,663**	**50,664**	**247,663**	**67,642**	**252,765**	**21,756**	**247,663**	**36,401**	**247,663**	**71,382**	**1,760,681**

Achievement First Charter School 12
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		247,663	21,756	247,663	50,664	247,663	67,642	252,765	21,756	247,663	36,401	247,663	71,382	1,760,681
Total Expenses		154,211	159,495	193,949	158,799	193,949	167,732	185,015	158,799	185,015	176,372	185,015	158,799	2,077,150
Net Income		93,452	(137,739)	53,715	(108,135)	53,715	(100,090)	67,749	(137,043)	62,648	(139,972)	62,648	(87,417)	(316,469)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		500,000	593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	500,000
Net Income		593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	183,531	183,531
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	11,978	143,732
Deans, Directors & Coordinators	1.00	7,573	7,573	7,573	7,573	7,573	7,573	7,573	7,573	7,573	7,573	7,573	7,573	90,881
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	79,591
Administrative Staff	1.00	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	44,021
TOTAL ADMINISTRATIVE STAFF	4.00	29 852	29 852	29 852	29 852	29 852	29 852	29 852	29 852	29 852	29 852	29 852	29 852	358 224
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	34,932	34,932	34,932	34,932	34,932	34,932	34,932	34,932	34,932	34,932	34,932	34,932	419,180
Teachers - SPED	1.00	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	81,530
Substitute Teachers	-	179	179	179	179	179	179	179	179	179	179	179	179	2,149
Teaching Assistants	2.00	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	63,672
Specialty Teachers	1.00	5,961	5,961	5,961	5,961	5,961	5,961	5,961	5,961	5,961	5,961	5,961	5,961	71,530
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	74,909
Other	-	2,038	2,038	2,038	2,038	2,038	2,038	2,038	2,038	2,038	2,038	2,038	2,038	24,455
TOTAL INSTRUCTIONAL	11.00	61,452	61,452	61,452	61,452	61,452	61,452	61,452	61,452	61,452	61,452	61,452	61,452	737,426
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	48	48	48	48	48	48	48	48	48	48	48	48	581
L brarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	48	48	48	48	48	48	48	48	48	48	48	48	581
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	91,353	91,353	91,353	91,353	91,353	91,353	91,353	91,353	91,353	91,353	91,353	91,353	1,096,231
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		13,250	13,250	13,250	13,250	13,250	13,250	13,250	13,250	13,250	13,250	13,250	13,250	159,001
Retirement / Pension		1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	12,496
TOTAL PAYROLL TAXES AND BENEFITS		14,291	14,291	14,291	14,291	14,291	14,291	14,291	14,291	14,291	14,291	14,291	14,291	171,497
TOTAL PERSONNEL SERVICE COSTS	15.00	105,644	105,644	105,644	105,644	105,644	105,644	105,644	105,644	105,644	105,644	105,644	105,644	1,267,728
CONTRACTED SERVICES														
Accounting / Audit		382	382	382	382	382	382	382	382	382	382	382	382	4,584
Legal		119	119	119	119	119	119	119	119	119	119	119	119	1,433
Management Company Fee		26,217	-	26,217	-	26,217	-	26,217	-	26,217	-	26,217	-	157,300
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	879	879	879	879	879	879	879	879	879	879	8,787
Payroll Services		209	209	209	209	209	209	209	209	209	209	209	209	2,507
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consu ting		544	544	544	544	544	544	544	544	544	544	544	544	6,533
TOTAL CONTRACTED SERVICES		27,471	1,255	28,350	2,133	28,350	2,133	28,350	2,133	28,350	2,133	28,350	2,133	181,144
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	1,464	-	1,464	1,464	-	-	-	-	-	-	4,393
Special Ed Supplies & Materials		-	-	879	-	879	879	-	-	-	-	-	-	2,636
Textbooks / Workbooks		-	-	6,590	-	6,590	6,590	-	-	-	-	-	-	19,770
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	17,574
Telephone		1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	20,859
Technology		5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	68,976
Student Testing & Assessment		-	-	439	439	439	439	439	439	439	439	439	439	4,393
Field Trips		-	-	-	-	-	-	-	-	-	17,574	-	-	17,574
Transportation (student)		-	-	879	879	879	879	879	879	879	879	879	879	8,787
Student Services - other		-	-	835	835	835	835	835	835	835	835	835	835	8,347
Office Expense		-	-	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	12,225
Staff Development		-	-	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	13,371
Staff Recruitment		-	-	382	382	382	382	382	382	382	382	382	382	3,820
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	64	64	64	64	64	64	64	64	64	64	645
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		159	159	159	159	159	159	159	159	159	159	159	159	1,910
TOTAL SCHOOL OPERATIONS		7,645	7,645	23,495	14,562	23,495	23,495	14,562	14,562	14,562	32,135	14,562	14,562	205,282
FACILITY OPERATION & MAINTENANCE														
Insurance		2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	27,470
Jan torial		2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	34,088
Building and Land Rent / Lease		-	-	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	230,091
Repairs & Maintenance		-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture		1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	22,349
Security		3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	37,500
Utilities		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL FACILITY OPERATION & MAINTENANCE		13,451	44,951	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	422,997
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		154,211	159,495	193,949	158,799	193,949	167,732	185,015	158,799	185,015	176,372	185,015	158,799	2,077,150
NET INCOME		93,452	(137,739)	53,715	(108,135)	53,715	(100,090)	67,749	(137,043)	62,648	(139,972)	62,648	(87,417)	(316,469)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		93,452	(137,739)	53,715	(108,135)	53,715	(100,090)	67,749	(137,043)	62,648	(139,972)	62,648	(87,417)	(316,469)
Beginning Cash Balance		500,000	593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	500,000
ENDING CASH BALANCE		593,452	455,713	509,427	401,292	455,007	354,917	422,666	285,624	348,271	208,299	270,947	183,531	183,531

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	1,760,681	4,994,324	9,871,541	13,553,391	15,270,882
Total Expenses	2,077,151	5,592,967	9,819,850	13,023,111	14,885,139
Net Income (Before Cash Flow Adjustments)	(316,470)	(598,643)	51,691	530,280	385,743
Actual Student Enrollment	92	250	502	695	788
Total Paid Student Enrollment	92	250	502	695	788

		Year 1	Year 2	Year 3	Year 4	Year 5
		2015	2016	2017	2018	2019
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
REVENUE		Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Enter Name)	14,127	1,299,684	3,656,750	7,342,754	10,165,765	11,526,076
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127	1,299,684	3,656,750	7,342,754	10,165,765	11,526,076
Special Education Revenue		55,760	151,523	304,257	421,233	477,599
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,355,444	3,808,273	7,647,011	10,586,998	12,003,675
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		14,645	48,872	83,137	117,402	135,775
Title I		41,005	134,071	227,327	320,672	369,617
Title Funding - Other		4,882	16,088	27,313	38,545	44,486
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		34,009	69,378	141,532	96,242	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		94,540	268,409	479,309	572,861	549,877
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		49,626	183,321	271,834	353,651	404,696
Earnings on Investments		-	-	-	-	-
Interest Income		1,133	2,971	4,836	6,728	7,419
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		259,937	731,350	1,468,551	2,033,153	2,305,215
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		310,696	917,642	1,745,221	2,393,532	2,717,330
TOTAL REVENUE		**1,760,681**	**4,994,324**	**9,871,541**	**13,553,391**	**15,270,882**

DESCRIPTION OF ASSUMPTIONS

Assumes 10% of students eligible for funding
Assumes 80% FRL, $600 per pupil
Assumes 80% FRL, $60 per pupil

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue		**1,760,681**	**4,994,324**	**9,871,541**	**13,553,391**	**15,270,882**
Total Expenses		**2,077,151**	**5,592,967**	**9,819,850**	**13,023,111**	**14,885,139**
Net Income (Before Cash Flow Adjustments)		**(316,470)**	**(598,643)**	**51,691**	**530,280**	**385,743**
Actual Student Enrollment		**92**	**250**	**502**	**695**	**788**
Total Paid Student Enrollment		**92**	**250**	**502**	**695**	**788**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2015	**2016**	**2017**	**2018**	**2019**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	143,732	293,214	299,078	305,059	311,161
Deans, Directors & Coordinators	1.00	90,881	200,702	756,418	867,989	885,349
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	79,591	162,365	165,612	168,924	172,303
Administrative Staff	1.00	44,021	90,924	185,486	213,408	217,676
TOTAL ADMINISTRATIVE STAFF	4.00	358,224	747,205	1,406,593	1,555,381	1,586,488
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	429,180	1,386,252	2,381,435	3,491,780	3,987,460
Teachers - SPED	1.00	71,530	218,882	372,099	531,358	619,411
Substitute Teachers	-	2,149	8,118	13,580	18,244	21,193
Teaching Assistants	2.00	63,672	119,068	154,788	201,224	261,591
Specialty Teachers	1.00	71,530	145,921	223,260	303,633	348,419
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	74,909	224,976	229,476	234,065	274,784
Other	-	24,455	114,757	204,136	292,430	352,996
TOTAL INSTRUCTIONAL	11.00	737,426	2,217,974	3,578,774	5,072,734	5,865,855
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	581	1,186	1,814	2,467	2,516
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	581	1,186	1,814	2,467	2,516
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	1,096,231	2,966,364	4,987,181	6,630,581	7,454,860
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		95,401	372,232	625,917	842,926	983,082
Fringe / Employee Benefits		63,601	248,155	417,278	561,950	655,388
Retirement / Pension		12,496	51,408	87,148	117,808	138,233
TOTAL PAYROLL TAXES AND BENEFITS		171,497	671,794	1,130,342	1,522,684	1,776,703
TOTAL PERSONNEL SERVICE COSTS	15.00	1,267,728	3,638,159	6,117,523	8,153,265	9,231,563
CONTRACTED SERVICES						
Accounting / Audit		4,584	17,319	28,971	38,920	45,212
Legal		1,433	5,412	9,053	12,163	14,129
Management Company Fee		157,300	517,605	861,746	1,193,525	1,356,685
Nurse Services		0	-	-	-	-
Food Service / School Lunch		8,787	29,323	49,882	70,441	81,465
Payroll Services		2,507	9,471	15,844	21,284	24,725
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		6,533	24,679	41,284	55,461	64,427
TOTAL CONTRACTED SERVICES		181,144	603,810	1,006,781	1,391,795	1,586,643
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		4,393	12,833	19,463	26,908	29,749
Special Ed Supplies & Materials		2,636	8,797	14,965	21,132	24,439
Textbooks / Workbooks		19,770	83,800	114,797	136,109	144,424
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		17,574	49,684	54,900	50,576	45,643
Telephone		20,859	60,322	85,456	115,656	127,697
Technology		68,976	219,616	355,370	485,097	543,744
Student Testing & Assessment		4,393	58,544	111,401	162,821	207,901
Field Trips		17,574	58,646	99,765	140,883	162,930
Transportation (student)		8,787	24,764	40,900	57,184	64,097
Student Services - other		8,347	86,162	157,728	219,765	268,895
Office Expense		12,225	37,253	63,277	91,929	105,201
Staff Development		13,371	38,968	65,582	94,767	107,517
Staff Recruitment		3,820	10,521	17,489	25,085	28,120
Student Recruitment / Marketing		-	2,850	5,614	8,286	10,855
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		645	1,900	3,031	3,978	4,445
Fundraising		-	-	-	-	-
Other		1,910	5,455	9,142	13,176	14,887
TOTAL SCHOOL OPERATIONS		205,282	760,114	1,218,878	1,653,352	1,890,544
FACILITY OPERATION & MAINTENANCE						
Insurance		27,470	25,385	30,141	38,515	52,380
Janitorial		34,088	76,050	101,250	114,750	171,000
Building and Land Rent / Lease		230,091	310,964	1,004,400	1,318,608	1,475,626
Repairs & Maintenance		31,500	46,800	60,750	67,500	90,000
Equipment / Furniture		22,349	29,635	34,877	35,575	48,383
Security		37,500	48,750	56,250	56,250	75,000
Utilities		40,000	53,300	189,000	193,500	264,000
TOTAL FACILITY OPERATION & MAINTENANCE		422,997	590,884	1,476,668	1,824,698	2,176,389
DEPRECIATION & AMORTIZATION		-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-
TOTAL EXPENSES		**2,077,151**	**5,592,967**	**9,819,850**	**13,023,111**	**14,885,139**
NET INCOME		**(316,470)**	**(598,643)**	**51,691**	**530,280**	**385,743**

DESCRIPTION OF ASSUMPTIONS

Instructional Management	One principal per academy
Deans, Directors & Coordinators	Begins w/ one per academy, growing to five per academy at scale.
Operation / Business Manager	One director of school operations per school
Teachers - Regular	one reading, one writing, two math, one history, one science
Teachers - SPED	one special education tchr per grade
Therapists & Counselors	Starts with 1 in MS and adds 2 in yr 3.
Other	Temp staff, afterschool staff, Satruday academy staff
Nurse	overtime only
Management Company Fee	10% of public revenue (before facilities funds)
Classroom / Teaching Supplies & Materials	Based on historical spending
Special Ed Supplies & Materials	Based on historical spending
Textbooks / Workbooks	Based on historical spending
Equipment / Furniture	Based on historical spending
Telephone	Based on historical spending
Technology	Based on historical spending
Student Testing & Assessment	Based on historical spending
Field Trips	Based on historical spending
Transportation (student)	Based on historical spending
Student Services - other	Based on historical spending
Office Expense	Based on historical spending
Staff Development	Based on historical spending
Staff Recruitment	Based on historical spending
Travel (Staff)	Based on historical spending
Other	Based on historical spending
Insurance	
Janitorial	
Building and Land Rent / Lease	Assumes $20psf w/ escalator clause.
Repairs & Maintenance	
Equipment / Furniture	1, followed by $500 per new student until full enrollment (split b/w facilities
Security	
Utilities	Based on expenditures at current financi

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,760,681	4,994,324	9,871,541	13,553,391	15,270,882
Total Expenses	2,077,151	5,592,967	9,819,850	13,023,111	14,885,139
Net Income (Before Cash Flow Adjustments)	(316,470)	(598,643)	51,691	530,280	385,743
Actual Student Enrollment	92	250	502	695	788
Total Paid Student Enrollment	92	250	502	695	788
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015	**2016**	**2017**	**2018**	**2019**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	92	250	502	695	788
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	**92**	**250**	**502**	**695**	**788**
REVENUE PER PUPIL	**19,138**	**19,977**	**19,664**	**19,501**	**19,379**
EXPENSES PER PUPIL	**22,578**	**22,372**	**19,561**	**18,738**	**18,890**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
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	**-**	**-**	**-**	**-**	**-**
NET INCOME	**(316,470)**	**(598,643)**	**51,691**	**530,280**	**385,743**
Beginning Cash Balance	1,000,000	683,530	84,887	136,578	666,857
ENDING CASH BALANCE	**683,530**	**84,887**	**136,578**	**666,857**	**1,052,600**

Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,289	13,289
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,354	11,354
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,220	10,220
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,670	10,670
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,066	12,066
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLICOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHRE-PIONE	11,406	11,406

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,007	12,007
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,188	10,188
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,712	10,712
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,594	12,594
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,604	13,604
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,222	13,222
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,637	11,637
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,055	12,055
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,205	10,205
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
151	141800	LACKAWANNA	11,969	11,969
152	141901	LANCASTER	8,442	8,442
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,675	15,675
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,661	19,661
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,942	14,942
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,591	13,591
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,461	11,461
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,409	11,409
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,094	10,094
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,229	13,229
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,335	11,335
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,347	11,347
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,790	10,790
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,472	8,472
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,603	9,603
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESEO	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,069	13,069
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,738	10,738
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
251	260501	GREECE	10,979	10,979
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,200	10,200
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,090	12,090
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,845	10,845
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,841	12,841
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,185	18,185
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,493	17,493
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,925	16,925
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,383	18,383
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	20,044	20,044
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,759	16,759
300	280229	NORTH MERRICK	17,825	17,825

Charter Funding By NYS School District

Sorted by District Code

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,858	14,858
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,764	13,764
306	280300	LONG BEACH	22,348	22,348
307	280401	WESTBURY	18,287	18,287
308	280402	EAST WILLISTON	20,784	20,784
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,468	22,468
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,263	20,263
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,942	17,942
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,704	15,704
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,915	9,915
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,925	10,925
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,671	11,671
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSEN	14,798	14,798
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,635	10,635
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINSVILLE	10,722	10,722
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,499	15,499
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,930	11,930
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,117	11,117
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,872	11,872
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,135	13,135
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	36,930	36,930
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,311	18,311
397	442115	FLORIDA	14,007	14,007
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,827	10,827
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,463	11,463
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,270	12,270
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVLLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,925	13,925
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,487	16,487
427	480404	GARRISON	21,713	21,713
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,884	8,884
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,858	14,858
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,680	13,680
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	10,919	10,919
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,280	10,280
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLERVILLE	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,015	12,015
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,147	12,147
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTOUR	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,203	13,203
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,797	13,797
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,680	9,680
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,769	10,769
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,849	14,849
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,361	15,361
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,814	12,814
525	580211	MIDDLE COUNTRY	13,119	13,119
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,169	14,169
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,729	23,729
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,725	24,725
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,773	14,773
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,008	18,008
542	580405	HALF HOLLOW HI	14,896	14,896
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,506	15,506
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,357	15,357
547	580502	ISLIP	14,288	14,288
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,483	13,483
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	28,013	28,013
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,923	46,923
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,545	53,545
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,400	17,400
575	581010	GREENPORT	16,700	16,700
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,477	17,477
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,008	15,008
586	600101	WAVERLY	9,063	9,063
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,524	11,524
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,451	9,451
592	610301	DRYDEN	11,012	11,012
593	610501	GROTON	10,406	10,406
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,832	9,832
597	611001	TRUMANSBURG	10,227	10,227
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,589	17,589

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601	621001	MARLBORO	15,512	15,512
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,822	11,822
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,475	15,475
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,365	18,365
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,745	13,745
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,655	10,655
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,916	10,916
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,832	17,832
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,106	22,106
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,814	17,814

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,280	20,280
664	661401	OSSINING	18,296	18,296
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,430	16,430
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,917	18,917
669	661901	RYE NECK	18,357	18,357
670	661904	PORT CHESTER	13,392	13,392
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,523	14,523
676	662401	LAKELAND	15,009	15,009
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,671	11,671
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,335	11,335
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,463	11,463
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,680	9,680
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,203	13,203
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,722	10,722
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,357	15,357
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,764	13,764
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,220	10,220
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,483	13,483
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,545	53,545
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,106	22,106
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,409	11,409
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,347	11,347
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,845	10,845
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,797	13,797
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,472	8,472
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,670	10,670
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,506	15,506
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,361	15,361
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,675	15,675
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,069	13,069
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,012	11,012
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,205	10,205
155	430501	EAST BLOOMFIEL	11,117	11,117
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,729	23,729
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,383	18,383
165	280402	EAST WILLISTON	20,784	20,784
166	660301	EASTCHESTER	17,832	17,832
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,814	17,814
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLICOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,773	14,773
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,007	14,007
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,841	12,841
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,007	12,007
205	280209	FREEPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,713	21,713
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVLLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,185	18,185
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,872	11,872
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,468	22,468
233	260501	GREECE	10,979	10,979
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,700	16,700
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,311	18,311
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,406	10,406
243	10802	GUILDERLAND	11,354	11,354
244	630801	HADLEY LUZERNE	13,745	13,745
245	480401	HALDANE	16,487	16,487
246	580405	HALF HOLLOW HI	14,896	14,896
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,200	10,200
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,188	10,188
284	101300	HUDSON	13,222	13,222
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,055	12,055
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,288	14,288
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICHO	23,911	23,911
304	630601	JOHNSBURG	18,365	18,365
305	31502	JOHNSON CITY	12,066	12,066
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,661	19,661
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	36,930	36,930
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,969	11,969
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,942	14,942
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	15,009	15,009
323	141901	LANCASTER	8,442	8,442
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,790	10,790
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,477	17,477
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,915	9,915
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,348	22,348
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,603	9,603
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,499	15,499
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,738	10,738

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,925	13,925
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,512	15,512
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,094	10,094
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,280	10,280
372	450801	MEDINA	10,827	10,827
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,119	13,119
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,680	13,680
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

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401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,135	13,135
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,832	9,832
418	400800	NIAGARA FALLS	10,925	10,925
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,493	17,493
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,280	20,280
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,475	15,475
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,008	18,008
435	90901	NORTHRN ADIRON	12,594	12,594
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,229	13,229
450	142301	ORCHARD PARK	10,523	10,523

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,296	18,296
453	461300	OSWEGO	12,270	12,270
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,524	11,524
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,655	10,655
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,858	14,858
466	661500	PEEKSKILL	16,430	16,430
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,704	15,704
481	280504	PLAINVIEW	17,942	17,942
482	91200	PLATTSBURGH	13,604	13,604
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,392	13,392
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,923	46,923
500	500401	RAMAPO	16,919	16,919

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,289	13,289
503	651503	RED CREEK	10,916	10,916
504	131701	RED HOOK	13,202	13,202
505	411701	REMSEN	14,798	14,798
506	580901	REMSENBURG	36,414	36,414
507	491200	RENSSELAER	8,884	8,884
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRI	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,090	12,090
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,814	12,814
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,589	17,589
518	280208	ROOSEVELT	16,925	16,925
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTL	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,917	18,917
525	661901	RYE NECK	18,357	18,357
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,725	24,725
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRIN	10,532	10,532
542	621601	SAUGERTIES	11,822	11,822
543	411603	SAUQUOIT VALLE	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,015	12,015
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,147	12,147

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	28,013	28,013
560	520302	SHENENDEHOWA	10,919	10,919
561	82001	SHERBURNE EARL	10,712	10,712
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,637	11,637
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,400	17,400
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,008	15,008
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,263	20,263
596	421800	SYRACUSE	11,930	11,930
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
601	600903	TIOGA	9,451	9,451
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,227	10,227
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,461	11,461
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	20,044	20,044
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,858	14,858
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,063	9,063
644	573002	WAYLAND-COHOCT	10,769	10,769
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,849	14,849

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2012-13 Basic Tuition	2013-14 Basic Tuition
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,759	16,759
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,287	18,287
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,635	10,635
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,591	13,591
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,169	14,169
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,523	14,523
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template

for SUNY Authorized Charter Schools

Achievement First Charter School 12

Contact Name:	Tony Siddall
Contact Email:	[redacted]
Contact Phone:	
	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-
Total Expenses		-
Net Income		-
Actual Student Enrollment		-
Total Paid Student Enrollment		-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	No. of Positions	START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-
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	-	-
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	-	-
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		-
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		-
FACILITY OPERATION & MAINTENANCE		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		-
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		-
NET INCOME		-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses	-	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Achievement First Charter School 12
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Distr cts Per Pup l Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Spec al Needs	-	-	-	-	-	-	-
T tle I	-	-	-	-	-	-	-
T tle Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundrais ng	-	-	-	-	-	-	-
Erate Re mbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from mea s)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

		January	February	March	April	May	June	TOTAL
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Admin strative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Subs itute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Spec alty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librar an	-	-	-	-	-	-	-	-
Custod an	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Emp oyee Benefits		-	-	-	-	-	-	-
Retirement / Pens on		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Spec al Ed Services		-	-	-	-	-	-	-
Titlement Services (i e. T tle I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Spec al Ed Supplies & Mater als		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supp ies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Fie d Trips		-	-	-	-	-	-	-
Transportat on (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Deve opment		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundra sing		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Bui ding and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilit es		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciat on		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activ ties		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Fund ng - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Serv ce (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donat ons	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
	No. of Positions													
EXPENSES														
ADM NISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instruct onal Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Ass stants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Serv ces		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materia s		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Mater als other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recru tment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Ut lities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
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		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

Total Revenue		**1,540,415**	**210,329**	**-**	**-**	**-**	**1,750,744**
Total Expenses		**1,756,493**	**193,334**	**-**	**-**	**-**	**1,949,827**
Net Income		**(216,079)**	**16,996**	**-**	**-**	**-**	**(199,083)**
Actual Student Enrollment		-	-				-
Total Paid Student Enrollment		**83**	**9**				**92**
		PROGRAM SERVICES			**SUPPORT SERVICES**		
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
School D strict 1 (Enter Name)	14 127	1,172,541	127,143	-	-	-	1,299,684
School D strict 2 (Enter Name)	-	-	-	-	-	-	-
School D strict 3 (Enter Name)	-	-	-	-	-	-	-
School D strict 4 (Enter Name)	-	-	-	-	-	-	-
School D strict 5 (Enter Name)	-	-	-	-	-	-	-
School D strict 6 (Enter Name)	-	-	-	-	-	-	-
School D strict 7 (Enter Name)	-	-	-	-	-	-	-
School D strict 8 (Enter Name)	-	-	-	-	-	-	-
School D strict 9 (Enter Name)	-	-	-	-	-	-	-
School D strict 10 (Enter Name)	-	-	-	-	-	-	-
School D strict 11 (Enter Name)	-	-	-	-	-	-	-
School D strict 12 (Enter Name)	-	-	-	-	-	-	-
School D strict 13 (Enter Name)	-	-	-	-	-	-	-
School D strict 14 (Enter Name)	-	-	-	-	-	-	-
School D strict 15 (Enter Name)	-	-	-	-	-	-	-
School D strict - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Fund ng)	14,127	1,172,541	127,143	-	-	-	1,299,684
Special Education Revenue		-	55,760	-	-	-	55,760
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,172,541	182,903	-	-	-	1,355,444
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	14,645	-	-	-	14,645
Title I		36,994	4,011	-	-	-	41,005
Title Funding - Other		4,404	478	-	-	-	4,882
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		30,682	3,327	-	-	-	34,009
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		72,080	22,461	-	-	-	94,540
LOCAL and OTHER REVENUE							
Contributions and Donations		250,000	-	-	-	-	250,000
Fundra sing		-	-	-	-	-	-
Erate Reimbursement		44,772	4,855	-	-	-	49,626
Earnings on Investments		-	-	-	-	-	-
Interest Income		1,022	111	-	-	-	1,133
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		295,794	4,966	-	-	-	300,760
TOTAL REVENUE		**1,540,415**	**210,329**	**-**	**-**	**-**	**1,750,744**

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue		**1,540,415**	**210,329**	**-**	**-**	**-**	**1,750,744**
Total Expenses		**1,756,493**	**193,334**	**-**	**-**	**-**	**1,949,827**
Net Income		**(216,079)**	**16,996**	**-**	**-**	**-**	**(199,083)**
Actual Student Enrollment		**-**	**-**				**-**
Total Paid Student Enrollment		**83**	**9**				**92**
		PROGRAM SERVICES			**SUPPORT SERVICES**		
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Posit ons						
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	125,895	13,651	-	-	-	139,546
Deans, Directors & Coordinators	1.00	79,602	8,632	-	-	-	88,234
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	69,713	7,559	-	-	-	77,273
Administrative Staff	1.00	44,021	-	-	-	-	44,021
TOTAL ADMINISTRATIVE STAFF	4.00	319,231	29,842	-	-	-	349,073
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	399,138		-	-	-	399,138
Teachers - SPED	2.00		64,377	-	-	-	64,377
Substitute Teachers	-	1,745	189	-	-	-	1,934
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	1.00	58,079	6,298	-	-	-	64,377
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	60,823	6,595	-	-	-	67,418
Other	-	19,857	2,153	-	-	-	22,010
TOTAL INSTRUCTIONAL	10.00	539,641	79,612	-	-	-	619,254
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	524	57	-	-	-	581
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Secur ty	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	524	57	-	-	-	581
SUBTOTAL PERSONNEL SERVICE COSTS	14.00	859,397	109,511	-	-	-	968,908
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		95,401	-	-	-	-	95,401
Fringe / Employee Benefits		63,601		-	-	-	63,601
Retirement / Pension		12,496		-	-	-	12,496
TOTAL PAYROLL TAXES AND BENEFITS		171,497	-	-	-	-	171,497
TOTAL PERSONNEL SERVICE COSTS	14.00	1,030,894	109,511	-	-	-	1,140,405
CONTRACTED SERVICES							
Accounting / Audit		4,136	448	-	-	-	4,584
Legal		1,292	140	-	-	-	1,433
Management Company Fee		141,912	15,388	-	-	-	157,300
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		7,927	860	-	-	-	8,787
Payroll Services			2,507	-	-	-	2,507
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. T tle I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,894	639	-	-	-	6,533
TOTAL CONTRACTED SERVICES		161,161	19,982	-	-	-	181,144
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		3,964	430	-	-	-	4,393
Special Ed Supplies & Materials			2,636	-	-	-	2,636
Textbooks / Workbooks		17,836	1,934	-	-	-	19,770
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		15,854	1,719	-	-	-	17,574
Telephone		18,819	2,041	-	-	-	20,859
Technology		62,229	6,748	-	-	-	68,976
Student Testing & Assessment		3,964	430	-	-	-	4,393
Field Trips		15,854	1,719	-	-	-	17,574
Transportation (student)		7,927	860	-	-	-	8,787
Student Services - other		7,531	817	-	-	-	8,347
Office Expense		11,029	1,196	-	-	-	12,225
Staff Development		12,063	1,308	-	-	-	13,371
Staff Recruitment		3,447	374	-	-	-	3,820
Student Recruitment / Marketing		-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		582	63	-	-	-	645
Fundraising		-	-	-	-	-	-
Other		1,723	187	-	-	-	1,910
TOTAL SCHOOL OPERATIONS		182,822	22,460	-	-	-	205,282
FACILITY OPERATION & MAINTENANCE							
Insurance		24,783	2,687	-	-	-	27,470
Janitorial		30,753	3,335	-	-	-	34,088
Building and Land Rent / Lease		207,582	22,509	-	-	-	230,091
Repairs & Maintenance		28,418	3,082	-	-	-	31,500
Equipment / Furniture		20,163	2,186	-	-	-	22,349
Secur ty		33,832	3,668	-	-	-	37,500
Utilities		36,087	3,913	-	-	-	40,000
TOTAL FACILITY OPERATION & MAINTENANCE		381,617	41,380	-	-	-	422,997
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-
TOTAL EXPENSES		**1,756,493**	**193,334**	**-**	**-**	**-**	**1,949,827**
NET INCOME		**(216,079)**	**16,996**	**-**	**-**	**-**	**(199,083)**

DESCRIPTION OF ASSUMPTIONS

education.

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue	1,540,415	210,329	-	-	-	1,750,744
Total Expenses	1,756,493	193,334	-	-	-	1,949,827
Net Income	(216,079)	16,996	-	-	-	(199,083)
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	83	9				92

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-
REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

DESCRIPTION OF ASSUMPTIONS

Achievement First Charter School 12
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		476,002	94	226,002	29,002	226,002	45,981	231,103	94	226,002	14,739	226,002	49,721	1,750,744
Total Expenses		142,172	147,455	181,909	146,759	181,909	155,693	172,976	146,759	172,976	164,333	172,976	146,759	1,932,678
Net Income		333,830	(147,361)	44,093	(117,757)	44,093	(109,712)	58,127	(146,665)	53,026	(149,594)	53,026	(97,039)	(181,933)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		500,000	833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	500,000
Net Income		833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	318,067	318,067
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
School Distr ct 1 (Enter Name)	14,127	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	1,299,684
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average D stricts Per Pupil Funding)	14,127	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	216,614	-	1,299,684
Special Education Revenue		9,293	-	9,293	-	9,293	-	9,293	-	9,293	-	9,293	-	55,760
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		225,907	-	225,907	-	225,907	-	225,907	-	225,907	-	225,907	-	1,355,444
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	14,645	-	-	14,645
Title I		-	-	-	-	-	41,005	-	-	-	-	-	-	41,005
Title Funding - Other		-	-	-	-	-	4,882	-	-	-	-	-	-	4,882
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	28,908	-	-	5,101	-	-	-	-	-	34,009
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	28,908	-	45,887	5,101	-	-	14,645	-	-	94,540
LOCAL and OTHER REVENUE														
Contr butions and Donations		250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	49,626	49,626
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		94	94	94	94	94	94	94	94	94	94	94	94	1,133
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		250,094	94	94	94	94	94	94	94	94	94	94	49,721	300,760
TOTAL REVENUE		**476,002**	**94**	**226,002**	**29,002**	**226,002**	**45,981**	**231,103**	**94**	**226,002**	**14,739**	**226,002**	**49,721**	**1,750,744**

Achievement First Charter School 12
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		476,002	94	226,002	29,002	226,002	45,981	231,103	94	226,002	14,739	226,002	49,721	1,750,744
Total Expenses		142,172	147,455	181,909	146,759	181,909	155,693	172,976	146,759	172,976	164,333	172,976	146,759	1,932,678
Net Income		333,830	(147,361)	44,093	(117,757)	44,093	(109,712)	58,127	(146,665)	53,026	(149,594)	53,026	(97,039)	(181,933)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		500,000	833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	500,000
Net Income		833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	318,067	318,067
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	11,629	139,546
Deans, Directors & Coordinators	1.00	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	88,234
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	6,439	77,273
Administrative Staff	1.00	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	3,668	44,021
TOTAL ADMINISTRATIVE STAFF	4.00	29 089	29 089	29 089	29 089	29 089	29 089	29 089	29 089	29 089	29 089	29 089	29 089	349 073
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	33,261	33,261	33,261	33,261	33,261	33,261	33,261	33,261	33,261	33,261	33,261	33,261	399,138
Teachers - SPED	2.00	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	64,377
Substitute Teachers	-	161	161	161	161	161	161	161	161	161	161	161	161	1,934
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	64,377
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	67,418
Other	-	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	22,010
TOTAL INSTRUCTIONAL	10.00	51,604	51,604	51,604	51,604	51,604	51,604	51,604	51,604	51,604	51,604	51,604	51,604	619,254
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	48	48	48	48	48	48	48	48	48	48	48	48	581
L brarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	48	48	48	48	48	48	48	48	48	48	48	48	581
SUBTOTAL PERSONNEL SERVICE COSTS	14.00	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	80,742	968,908
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		11,925	11,925	11,925	11,925	11,925	11,925	11,925	11,925	11,925	11,925	11,925	11,925	143,101
Retirement / Pension		937	937	937	937	937	937	937	937	937	937	937	937	11,246
TOTAL PAYROLL TAXES AND BENEFITS		12,862	12,862	12,862	12,862	12,862	12,862	12,862	12,862	12,862	12,862	12,862	12,862	154,347
TOTAL PERSONNEL SERVICE COSTS	14.00	93,605	93,605	93,605	93,605	93,605	93,605	93,605	93,605	93,605	93,605	93,605	93,605	1,123,255
CONTRACTED SERVICES														
Accounting / Audit		382	382	382	382	382	382	382	382	382	382	382	382	4,584
Legal		119	119	119	119	119	119	119	119	119	119	119	119	1,433
Management Company Fee		26,217	-	26,217	-	26,217	-	26,217	-	26,217	-	26,217	-	157,300
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	879	879	879	879	879	879	879	879	879	879	8,787
Payroll Services		209	209	209	209	209	209	209	209	209	209	209	209	2,507
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consu ting		544	544	544	544	544	544	544	544	544	544	544	544	6,533
TOTAL CONTRACTED SERVICES		27,471	1,255	28,350	2,133	28,350	2,133	28,350	2,133	28,350	2,133	28,350	2,133	181,144
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	1,464	-	1,464	1,464	-	-	-	-	-	-	4,393
Special Ed Supplies & Materials		-	-	879	-	879	879	-	-	-	-	-	-	2,636
Textbooks / Workbooks		-	-	6,590	-	6,590	6,590	-	-	-	-	-	-	19,770
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	17,574
Telephone		1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	20,859
Technology		5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	68,976
Student Testing & Assessment		-	-	439	439	439	439	439	439	439	439	439	439	4,393
Field Trips		-	-	-	-	-	-	-	-	-	17,574	-	-	17,574
Transportation (student)		-	-	879	879	879	879	879	879	879	879	879	879	8,787
Student Services - other		-	-	835	835	835	835	835	835	835	835	835	835	8,347
Office Expense		-	-	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	12,225
Staff Development		-	-	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	1,337	13,371
Staff Recruitment		-	-	382	382	382	382	382	382	382	382	382	382	3,820
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	64	64	64	64	64	64	64	64	64	64	645
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		159	159	159	159	159	159	159	159	159	159	159	159	1,910
TOTAL SCHOOL OPERATIONS		7,645	7,645	23,495	14,562	23,495	23,495	14,562	14,562	14,562	32,135	14,562	14,562	205,282
FACILITY OPERATION & MAINTENANCE														
Insurance		2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	27,470
Jan torial		2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	34,088
Building and Land Rent / Lease		-	-	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	23,009	230,091
Repairs & Maintenance		-	31,500	-	-	-	-	-	-	-	-	-	-	31,500
Equipment / Furniture		1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	22,349
Security		3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	37,500
Utilities		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL FACILITY OPERATION & MAINTENANCE		13,451	44,951	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	36,460	422,997
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		142,172	147,455	181,909	146,759	181,909	155,693	172,976	146,759	172,976	164,333	172,976	146,759	1,932,678
NET INCOME		333,830	(147,361)	44,093	(117,757)	44,093	(109,712)	58,127	(146,665)	53,026	(149,594)	53,026	(97,039)	(181,933)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		333,830	(147,361)	44,093	(117,757)	44,093	(109,712)	58,127	(146,665)	53,026	(149,594)	53,026	(97,039)	(181,933)
Beginning Cash Balance		500,000	833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	500,000
ENDING CASH BALANCE		833,830	686,469	730,561	612,804	656,897	547,185	605,312	458,648	511,673	362,079	415,105	318,067	318,067

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue		1,750,744	4,262,974	8,402,990	11,520,238	12,965,667
Total Expenses		1,949,827	5,229,574	8,677,605	11,546,835	13,325,148
Net Income (Before Cash Flow Adjustments)		(199,083)	(966,600)	(274,615)	(26,597)	(359,481)
Actual Student Enrollment		92	250	504	701	795
Total Paid Student Enrollment		92	250	502	695	788
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2015	**2016**	**2017**	**2018**	**2019**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Enter Name)	14,127	1,299,684	3,656,750	7,342,754	10,165,765	11,526,076
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pup l Funding)	14,127	1,299,684	3,656,750	7,342,754	10,165,765	11,526,076
Special Education Revenue		55,760	151,523	304,257	421,233	477,599
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,355,444	3,808,273	7,647,011	10,586,998	12,003,675
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		14,645	48,872	83,137	117,402	135,775
Title I		41,005	134,071	227,327	320,672	369,617
Title Funding - Other		4,882	16,088	27,313	38,545	44,486
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		34,009	69,378	141,532	96,242	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		94,540	268,409	479,309	572,861	549,877
LOCAL and OTHER REVENUE						
Contributions and Donations		250,000	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		49,626	183,321	271,834	353,651	404,696
Earnings on Investments		-	-	-	-	-
Interest Income		1,133	2,971	4,836	6,728	7,419
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		300,760	186,292	276,670	360,379	412,114
TOTAL REVENUE		**1,750,744**	**4,262,974**	**8,402,990**	**11,520,238**	**12,965,667**

DESCRIPTION OF ASSUMPTIONS

IDEA Special Needs	Assumes 10% of students eligible for fund ng
Title I	Assumes 80% FRL, $600 per pupil
Title Funding - Other	Assumes 80% FRL, $60 per pupil

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue		**1,750,744**	**4,262,974**	**8,402,990**	**11,520,238**	**12,965,667**
Total Expenses		**1,949,827**	**5,229,574**	**8,677,605**	**11,546,835**	**13,325,148**
Net Income (Before Cash Flow Adjustments)		**(199,083)**	**(966,600)**	**(274,615)**	**(26,597)**	**(359,481)**
Actual Student Enrollment		**92**	**250**	**504**	**701**	**795**
Total Paid Student Enrollment		**92**	**250**	**502**	**695**	**788**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2015	**2016**	**2017**	**2018**	**2019**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	139,546	281,883	284,702	287,549	290,424	One principal per academy
Deans, Directors & Coordinators	1.00	88,234	200,702	720,058	818,166	826,348	Begins w/ one per academy, growing to five per academy at scale.
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	77,273	156,091	157,652	159,228	160,820	One director of school operations per school
Administrative Staff	1.00	44,021	87,411	176,570	201,158	203,170	
TOTAL ADMINISTRATIVE STAFF	4.00	349,073	726,086	1,338,981	1,466,101	1,480,762	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	399,138	1,289,215	2,214,735	3,247,355	3,708,338	one reading, one writing, two math, one history, one science
Teachers - SPED	1.00	64,377	196,994	334,889	478,222	557,470	one special education tchr per grade
Substitute Teachers	-	1,934	7,306	12,222	16,419	19,074	
Teaching Assistants	2.00	-	-	-	-	-	
Specialty Teachers	1.00	64,377	131,329	200,934	273,270	313,577	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	67,418	202,478	206,528	210,659	247,305	Starts with 1 in MS and adds 2 in yr 3.
Other	-	22,010	103,281	183,722	263,187	317,696	Temp staff, afterschool staff, Satruday academy staff
TOTAL INSTRUCTIONAL	11.00	619,254	1,930,603	3,153,030	4,489,112	5,163,461	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	581	1,186	1,814	2,467	2,516	overtime only
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	581	1,186	1,814	2,467	2,516	
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	968,908	2,657,875	4,493,826	5,957,680	6,646,739	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		95,401	372,232	625,917	842,926	983,082	
Fringe / Employee Benefits		63,601	248,155	417,278	561,950	655,388	
Retirement / Pension		12,496	51,408	87,148	117,808	138,233	
TOTAL PAYROLL TAXES AND BENEFITS		171,497	671,794	1,130,342	1,522,684	1,776,703	
TOTAL PERSONNEL SERVICE COSTS	15.00	1,140,405	3,329,670	5,624,168	7,480,364	8,423,442	
CONTRACTED SERVICES							
Accounting / Audit		4,584	17,319	28,971	38,920	45,212	
Legal		1,433	5,412	9,053	12,163	14,129	
Management Company Fee		157,300	517,605	861,746	1,193,525	1,356,685	10% of public revenue (before facilities funds)
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		8,787	29,323	49,882	70,441	81,465	
Payroll Services		2,507	9,471	15,844	21,284	24,725	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		6,533	24,679	41,284	55,461	64,427	
TOTAL CONTRACTED SERVICES		181,144	603,810	1,006,781	1,391,795	1,586,643	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		4,393	12,833	19,463	26,908	29,749	Based on historical spending
Special Ed Supplies & Materials		2,636	8,797	14,965	21,132	24,439	Based on historical spending
Textbooks / Workbooks		19,770	83,800	114,797	136,109	144,424	Based on historical spending
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		17,574	49,684	54,900	50,576	45,643	Based on historical spending
Telephone		20,859	60,322	85,456	115,656	127,697	Based on historical spending
Technology		68,976	164,712	266,528	363,823	407,808	Based on historical spending
Student Testing & Assessment		4,393	58,544	111,401	162,821	207,901	Based on historical spending
Field Trips		17,574	58,646	79,812	112,706	130,344	Based on historical spending
Transportation (student)		8,787	24,764	40,900	57,184	64,097	Based on historical spending
Student Services - other		8,347	86,162	118,296	164,824	201,671	Based on historical spending
Office Expense		12,225	37,253	63,277	91,929	105,201	Based on historical spending
Staff Development		13,371	38,968	65,582	94,767	107,517	Based on historical spending
Staff Recruitment		3,820	10,521	17,489	25,085	28,120	Based on historical spending
Student Recruitment / Marketing		-	2,850	5,614	8,286	10,855	
School Meals / Lunch		-	-	-	-	1	
Travel (Staff)		645	1,900	3,031	3,978	4,445	Based on historical spending
Fundraising		-	-	-	-	-	
Other		1,910	5,455	9,142	13,176	14,887	Based on historical spending
TOTAL SCHOOL OPERATIONS		205,282	705,210	1,070,651	1,448,960	1,654,799	
FACILITY OPERATION & MAINTENANCE							
Insurance		27,470	25,385	30,141	38,515	52,380	
Janitorial		34,088	76,050	101,250	114,750	171,000	
Building and Land Rent / Lease		230,091	310,964	503,738	719,625	959,500	Assumes $20psf w/ escalator clause.
Repairs & Maintenance		31,500	46,800	60,750	67,500	90,000	
Equipment / Furniture		22,349	29,635	34,877	35,575	48,383	1, followed by $500 per new student until full enrollment (split b/w facilities
Security		37,500	48,750	56,250	56,250	75,000	
Utilities		40,000	53,300	189,000	193,500	264,000	Based on expenditures at current financi
TOTAL FACILITY OPERATION & MAINTENANCE		422,997	590,884	976,006	1,225,715	1,660,263	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	
TOTAL EXPENSES		**1,949,827**	**5,229,574**	**8,677,605**	**11,546,835**	**13,325,148**	
NET INCOME		**(199,083)**	**(966,600)**	**(274,615)**	**(26,597)**	**(359,481)**	

DESCRIPTION OF ASSUMPTIONS

Achievement First Charter School 12
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	1,750,744	4,262,974	8,402,990	11,520,238	12,965,667
Total Expenses	1,949,827	5,229,574	8,677,605	11,546,835	13,325,148
Net Income (Before Cash Flow Adjustments)	(199,083)	(966,600)	(274,615)	(26,597)	(359,481)
Actual Student Enrollment	92	250	504	701	795
Total Paid Student Enrollment	92	250	502	695	788

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015	2016	2017	2018	2019
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	92	250	504	701	795
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	92	250	504	701	795
REVENUE PER PUPIL	19,030	17,052	16,673	16,434	16,309
EXPENSES PER PUPIL	21,194	20,918	17,217	16,472	16,761

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
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	-	-	-	-	-
NET INCOME	(199,083)	(966,600)	(274,615)	(26,597)	(359,481)
Beginning Cash Balance	1,000,000	800,917	(165,683)	(440,298)	(466,895)
ENDING CASH BALANCE	800,917	(165,683)	(440,298)	(466,895)	(826,376)

DESCRIPTION OF ASSUMPTIONS

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template

for SUNY Authorized Charter Schools

AF Bushwick Ed Corp

Contact Name:	Tony Siddall
Contact Email:	[redacted]
Contact Phone:	
	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-
Total Expenses		-
Net Income		-
Actual Student Enrollment		-
Total Paid Student Enrollment		-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-
Total Expenses		-
Net Income		-
Actual Student Enrollment		-
Total Paid Student Enrollment		-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-
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	-	-
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	-	-
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		-
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		-
FACILITY OPERATION & MAINTENANCE		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		-
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		-
NET INCOME		-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Distr cts Per Pup l Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Spec al Needs	-	-	-	-	-	-	-
T tle I	-	-	-	-	-	-	-
T tle Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundrais ng	-	-	-	-	-	-	-
Erate Re mbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from mea s)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Admin strative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Subs itute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Spec alty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librar an	-	-	-	-	-	-	-	-
Custod an	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Emp oyee Benefits		-	-	-	-	-	-	-
Retirement / Pens on		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Spec al Ed Services		-	-	-	-	-	-	-
Titlement Services (i e. T tle I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Spec al Ed Supplies & Mater als		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supp ies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Fie d Trips		-	-	-	-	-	-	-
Transportat on (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Deve opment		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundra sing		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Bui ding and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilit es		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciat on		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activ ties		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Fund ng - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Serv ce (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donat ons	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES															
ADM NISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instruct onal Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Ass stants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Serv ces		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS															
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materia s		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Mater als other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recru tment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE															
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ut lities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

							DESCRIPTION OF ASSUMPTIONS
Total Revenue		**22,760,191**	**4,399,821**	**-**	**-**	**-**	**27,160,012**	
Total Expenses		**24,180,939**	**3,478,852**	**-**	**-**	**-**	**27,659,791**	
Net Income		**(1,420,748)**	**920,969**	**-**	**-**	**-**	**(499,779)**	
Actual Student Enrollment		-	-				-	
Total Paid Student Enrollment		**1,382**	**154**				**1,536**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
School District 1 (Enter Name)	14 127	19,529,165	2,169,907	-	-	-	21,699,072	Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.
School District 2 (Enter Name)	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	
TOTAL Per Pup l Revenue (Average Districts Per Pupil Fund ng)	14,127	19,529,165	2,169,907	-	-	-	21,699,072	
Special Education Revenue		-	1,622,906	-	-	-	1,622,906	
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		19,529,165	3,792,814	-	-	-	23,321,978	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	248,004	-	-	-	248,004	
Title I		673,035	74,782	-	-	-	747,816	
Title Funding - Other		82,783	9,198	-	-	-	91,981	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	-	466,682	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		1,175,832	378,652	-	-	-	1,554,484	
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-	-	
Fundra sing		-	-	-	-	-	-	
Erate Reimbursement		589,415	65,491	-	-	-	654,905	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		14,151	1,572	-	-	-	15,723	
Food Serv ce (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		1,451,629	161,292	-	-	-	1,612,921	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		2,055,195	228,355	-	-	-	2,283,550	
TOTAL REVENUE		**22,760,191**	**4,399,821**	**-**	**-**	**-**	**27,160,012**	

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

Total Revenue	**22,760,191**	**4,399,821**	**-**	**-**	**-**	**27,160,012**
Total Expenses	**24,180,939**	**3,478,852**	**-**	**-**	**-**	**27,659,791**
Net Income	**(1,420,748)**	**920,969**	**-**	**-**	**-**	**(499,779)**
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	**1,382**	**154**				**1,536**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Posit ons						
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	776,154	86,239	-	-	-	862,393
Deans, Directors & Coordinators	21.00	1,489,379	165,487	-	-	-	1,654,866
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	429,789	47,754	-	-	-	477,544
Administrative Staff	16.00	293,451	32,606	-	-	-	326,056
TOTAL ADMINISTRATIVE STAFF	49.00	2,988,773	332,086	-	-	-	3,320,859
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	124.00	7,191,505		-	-	-	7,191,505
Teachers - SPED	22.00		1,551,847	-	-	-	1,551,847
Substitute Teachers	-	35,481	3,942	-	-	-	39,424
Teaching Assistants	20.00	668,561	74,285	-	-	-	742,846
Specialty Teachers	10.00	730,520	81,169	-	-	-	811,689
Aides	-	16,008	1,779	-	-	-	17,786
Therapists & Counselors	11.00	882,192	98,021	-	-	-	980,213
Other	-	408,224	45,358	-	-	-	453,582
TOTAL INSTRUCTIONAL	187.00	9,932,490	1,856,401	-	-	-	11,788,891
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	5,628	625	-	-	-	6,253
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Secur ty	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	5 628	625	-	-	-	6 253
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	12,926,890	2,189,112	-	-	-	15,116,002
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		152,263	16,918	-	-	-	169,181
Fringe / Employee Benefits		2,070,380	230,042	-	-	-	2,300,422
Retirement / Pension		181,700	20,189	-	-	-	201,889
TOTAL PAYROLL TAXES AND BENEFITS		2,404,343	267,149	-	-	-	2,671,492
TOTAL PERSONNEL SERVICE COSTS	236.00	15,331,233	2,456,261	-	-	-	17,787,494
CONTRACTED SERVICES							
Accounting / Audit		63,571	7,063	-	-	-	70,634
Legal		19,866	2,207	-	-	-	22,073
Management Company Fee		2,369,060	263,229	-	-	-	2,632,289
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		133,922	14,880	-	-	-	148,803
Payroll Services		34,765	3,863	-	-	-	38,628
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. T tle I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		96,271	10,697	-	-	-	106,968
TOTAL CONTRACTED SERVICES		2,717,455	301,939	-	-	-	3,019,395
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		54,889	6,099	-	-	-	60,988
Special Ed Supplies & Materials			39,290	-	-	-	39,290
Textbooks / Workbooks		238,084	26,454	-	-	-	264,538
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		107,982	11,998	-	-	-	119,980
Telephone		256,189	28,465	-	-	-	284,654
Technology		995,524	110,614	-	-	-	1,106,138
Student Testing & Assessment		151,467	16,830	-	-	-	168,297
Field Trips		152,155	16,906	-	-	-	169,061
Transportation (student)		138,946	15,438	-	-	-	154,385
Student Services - other		165,044	18,338	-	-	-	183,382
Office Expense		199,422	22,158	-	-	-	221,580
Staff Development		178,577	19,842	-	-	-	198,419
Staff Recruitment		60,123	6,680	-	-	-	66,803
Student Recruitment / Marketing		4,537	504	-	-	-	5,041
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		4,667	519	-	-	-	5,185
Fundraising		-	-	-	-	-	-
Other		30,443	3,383	-	-	-	33,826
TOTAL SCHOOL OPERATIONS		2,738,050	343,518	-	-	-	3,081,568
FACILITY OPERATION & MAINTENANCE							
Insurance		118,773	13,197	-	-	-	131,970
Janitorial		115,094	12,788	-	-	-	127,882
Building and Land Rent / Lease		1,820,155	202,239	-	-	-	2,022,394
Repairs & Maintenance		156,872	17,430	-	-	-	174,302
Equipment / Furniture		237,051	26,339	-	-	-	263,390
Secur ty		115,597	12,844	-	-	-	128,441
Utilities		659,862	73,318	-	-	-	733,180
TOTAL FACILITY OPERATION & MAINTENANCE		3,223,403	358,156	-	-	-	3,581,558
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		170,799	18,978	-	-	-	189,777
TOTAL EXPENSES		**24,180,939**	**3,478,852**	**-**	**-**	**-**	**27,659,791**
NET INCOME		**(1,420,748)**	**920,969**	**-**	**-**	**-**	**(499,779)**

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue	22,760,191	4,399,821	-	-	-	27,160,012
Total Expenses	24,180,939	3,478,852	-	-	-	27,659,791
Net Income	(1,420,748)	920,969	-	-	-	(499,779)
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	1,382	154				1,536

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-
REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

DESCRIPTION OF ASSUMPTIONS

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012
Total Expenses		2,190,803	1,926,390	2,641,330	2,081,011	2,641,330	2,202,616	2,519,726	2,081,011	2,519,726	2,255,113	2,519,726	2,081,011	27,659,790
Net Income		1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		3,000,000	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	3,000,000
Net Income		4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	2,500,222	2,500,222
REVENUE		* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
School Distr ct 1 (Enter Name)	14,127	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average D stricts Per Pupil Funding)	14,127	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
Special Education Revenue		270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	1,622,906
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	23,321,978
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	248,004	-	-	248,004
Title I		-	-	-	-	-	747,816	-	-	-	-	-	-	747,816
Title Funding - Other		-	-	-	-	-	91,981	-	-	-	-	-	-	91,981
School Food Serv ce (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	396,679	-	-	70,002	-	-	-	-	-	466,682
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	396,679	-	839,798	70,002	-	-	248,004	-	-	1,554,484
LOCAL and OTHER REVENUE														
Contr butions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	654,905	654,905
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	134,410	1,612,921
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	135,720	790,626	2,283,550
TOTAL REVENUE		4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		4,022,717	135,720	4,022,717	532,400	4,022,717	975,518	4,092,719	135,720	4,022,717	383,725	4,022,717	790,626	27,160,012
Total Expenses		2,190,803	1,926,390	2,641,330	2,081,011	2,641,330	2,202,616	2,519,726	2,081,011	2,519,726	2,255,113	2,519,726	2,081,011	27,659,790
Net Income		1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		3,000,000	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	3,000,000
Net Income		4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	2,500,222	2,500,222
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	6.00	71,866	71,866	71,866	71,866	71,866	71,866	71,866	71,866	71,866	71,866	71,866	71,866	862,393
Deans, Directors & Coordinators	21.00	137,905	137,905	137,905	137,905	137,905	137,905	137,905	137,905	137,905	137,905	137,905	137,905	1,654,866
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	6.00	39,795	39,795	39,795	39,795	39,795	39,795	39,795	39,795	39,795	39,795	39,795	39,795	477,544
Administrative Staff	16.00	27,171	27,171	27,171	27,171	27,171	27,171	27,171	27,171	27,171	27,171	27,171	27,171	326,056
TOTAL ADMINISTRATIVE STAFF	49.00	276 738	276 738	276 738	276 738	276 738	276 738	276 738	276 738	276 738	276 738	276 738	276 738	3 320 859
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	124.00	599,292	599,292	599,292	599,292	599,292	599,292	599,292	599,292	599,292	599,292	599,292	599,292	7,191,505
Teachers - SPED	22.00	129,321	129,321	129,321	129,321	129,321	129,321	129,321	129,321	129,321	129,321	129,321	129,321	1,551,847
Substitute Teachers	-	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	39,424
Teaching Assistants	20.00	61,904	61,904	61,904	61,904	61,904	61,904	61,904	61,904	61,904	61,904	61,904	61,904	742,846
Specialty Teachers	10.00	67,641	67,641	67,641	67,641	67,641	67,641	67,641	67,641	67,641	67,641	67,641	67,641	811,689
Aides	-	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	17,786
Therapists & Counselors	11.00	81,684	81,684	81,684	81,684	81,684	81,684	81,684	81,684	81,684	81,684	81,684	81,684	980,213
Other	-	37,798	37,798	37,798	37,798	37,798	37,798	37,798	37,798	37,798	37,798	37,798	37,798	453,582
TOTAL INSTRUCTIONAL	187.00	982,408	982,408	982,408	982,408	982,408	982,408	982,408	982,408	982,408	982,408	982,408	982,408	11,788,891
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	521	521	521	521	521	521	521	521	521	521	521	521	6,253
L brarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	521	521	521	521	521	521	521	521	521	521	521	521	6,253
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	1,259,667	15,116,002
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	14,098	169,181
Fringe / Employee Benefits		191,702	191,702	191,702	191,702	191,702	191,702	191,702	191,702	191,702	191,702	191,702	191,702	2,300,422
Retirement / Pension		16,824	16,824	16,824	16,824	16,824	16,824	16,824	16,824	16,824	16,824	16,824	16,824	201,889
TOTAL PAYROLL TAXES AND BENEFITS		222,624	222,624	222,624	222,624	222,624	222,624	222,624	222,624	222,624	222,624	222,624	222,624	2,671,492
TOTAL PERSONNEL SERVICE COSTS	236.00	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	1,482,291	17,787,494
CONTRACTED SERVICES														
Accounting / Audit		5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	70,634
Legal		1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	22,073
Management Company Fee		438,715	-	438,715	-	438,715	-	438,715	-	438,715	-	438,715	-	2,632,289
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	148,803
Payroll Services		3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	38,628
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consu ting		8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	106,968
TOTAL CONTRACTED SERVICES		458,573	19,859	473,454	34,739	473,454	34,739	473,454	34,739	473,454	34,739	473,454	34,739	3,019,395
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	20,329	-	20,329	20,329	-	-	-	-	-	-	60,988
Special Ed Supplies & Materials		-	-	13,097	-	13,097	13,097	-	-	-	-	-	-	39,290
Textbooks / Workbooks		-	-	88,179	-	88,179	88,179	-	-	-	-	-	-	264,537
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	119,980
Telephone		23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	284,654
Technology		92,178	92,178	92,178	92,178	92,178	92,178	92,178	92,178	92,178	92,178	92,178	92,178	1,106,138
Student Testing & Assessment		-	-	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	168,297
Field Trips		-	-	-	-	-	-	-	-	-	169,061	-	-	169,061
Transportation (student)		-	-	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	154,385
Student Services - other		-	-	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	183,382
Office Expense		-	-	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	221,580
Staff Development		-	-	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	198,419
Staff Recruitment		-	-	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	66,803
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	5,041	-	-	5,041
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	519	519	519	519	519	519	519	519	519	519	5,185
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	33,826
TOTAL SCHOOL OPERATIONS		118,718	118,718	352,126	230,521	352,126	352,126	230,521	230,521	230,521	404,623	230,521	230,521	3,081,566
FACILITY OPERATION & MAINTENANCE														
Insurance		10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	131,970
Jan torial		10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	127,882
Building and Land Rent / Lease		-	-	202,239	202,239	202,239	202,239	202,239	202,239	202,239	202,239	202,239	202,239	2,022,394
Repairs & Maintenance		-	174,302	-	-	-	-	-	-	-	-	-	-	174,302
Equipment / Furniture		21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	263,390
Security		10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	128,441
Utilities		61,098	61,098	61,098	61,098	61,098	61,098	61,098	61,098	61,098	61,098	61,098	61,098	733,180
TOTAL FACILITY OPERATION & MAINTENANCE		115,405	289,707	317,645	317,645	317,645	317,645	317,645	317,645	317,645	317,645	317,645	317,645	3,581,558
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		15,815	15,815	15,815	15,815	15,815	15,815	15,815	15,815	15,815	15,815	15,815	15,815	189,777
TOTAL EXPENSES		2,190,803	1,926,390	2,641,330	2,081,011	2,641,330	2,202,616	2,519,726	2,081,011	2,519,726	2,255,113	2,519,726	2,081,011	27,659,790
NET INCOME		1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		1,831,914	(1,790,669)	1,381,386	(1,548,611)	1,381,386	(1,227,097)	1,572,993	(1,945,290)	1,502,991	(1,871,388)	1,502,991	(1,290,385)	(499,778)
Beginning Cash Balance		3,000,000	4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	3,000,000
ENDING CASH BALANCE		4,831,914	3,041,245	4,422,631	2,874,020	4,255,407	3,028,309	4,601,303	2,656,012	4,159,003	2,287,616	3,790,607	2,500,222	2,500,222

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	**27,160,012**	**38,631,651**	**50,716,413**	**63,794,039**	**72,873,577**
Total Expenses	**27,659,791**	**38,852,561**	**49,915,396**	**61,376,087**	**70,410,132**
Net Income (Before Cash Flow Adjustments)	**(499,779)**	**(220,911)**	**801,017**	**2,417,952**	**2,463,445**
Actual Student Enrollment	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
Total Paid Student Enrollment	**1,536**	**2,071**	**2,698**	**3,373**	**3,834**

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015	**2016**	**2017**	**2018**	**2019**
	***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE	**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate				
School District 1 (Enter Name)	14,127	21,699,072	30,296,174	39,463,646	49,336,871	56,079,918
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127	21,699,072	30,296,174	39,463,646	49,336,871	56,079,918
Special Education Revenue		1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		23,321,978	32,328,238	41,958,643	52,344,804	59,476,761
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		248,004	348,151	450,465	569,782	659,069
Title I		747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other		91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		466,682	661,052	559,459	397,026	294,500
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		1,554,484	2,188,319	2,529,720	2,874,466	3,147,609
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments		-	-	-	-	-
Interest Income		15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		1,612,921	3,141,895	5,006,708	7,034,403	8,469,498
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		2,283,550	4,115,094	6,228,050	8,574,769	10,249,207
TOTAL REVENUE		**27,160,012**	**38,631,651**	**50,716,413**	**63,794,039**	**72,873,577**

DESCRIPTION OF ASSUMPTIONS

Grows to 14627 in 2016-17

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	**27,160,012**	**38,631,651**	**50,716,413**	**63,794,039**	**72,873,577**
Total Expenses	**27,659,791**	**38,852,561**	**49,915,396**	**61,376,087**	**70,410,132**
Net Income (Before Cash Flow Adjustments)	**(499,779)**	**(220,911)**	**801,017**	**2,417,952**	**2,463,445**
Actual Student Enrollment	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
Total Paid Student Enrollment	**1,536**	**2,071**	**2,698**	**3,373**	**3,834**

	No. of Positions	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	DESCRIPTION OF ASSUMPTIONS
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	-	-	-	-	-	
Instructional Management	6.00	862,393	1,172,854	1,345,850	1,677,827	1,711,383	
Deans, Directors & Coordinators	21.00	1,654,866	2,259,458	3,234,558	3,877,909	4,533,005	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	6.00	477,544	649,459	745,255	929,084	947,666	
Administrative Staff	16.00	326,056	514,426	712,938	801,952	902,445	
TOTAL ADMINISTRATIVE STAFF	49.00	3,320,859	4,596,198	6,038,601	7,286,771	8,094,498	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	124.00	7,191,505	10,099,544	13,095,166	16,619,488	19,347,800	
Teachers - SPED	22.00	1,551,847	2,140,467	2,721,457	3,476,647	3,965,100	
Substitute Teachers	-	39,424	56,530	72,483	89,614	102,866	
Teaching Assistants	20.00	742,846	957,952	1,159,501	1,445,634	1,642,154	
Specialty Teachers	10.00	811,689	1,106,714	1,411,478	1,774,012	1,974,332	
Aides	-	17,786	21,568	24,363	30,724	37,210	
Therapists & Counselors	11.00	980,213	1,371,864	1,547,871	1,614,865	1,916,811	
Other	-	453,582	653,053	854,572	1,082,769	1,261,134	Afterschool, tutors, Saturday academy staff.
TOTAL INSTRUCTIONAL	187.00	11,788,891	16,407,692	20,886,890	26,133,752	30,247,406	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	6,253	8,340	10,774	14,176	16,678	
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	15,116,002	21,012,229	26,936,265	33,434,699	38,358,582	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		169,181	445,791	729,977	1,096,689	1,381,472	
Fringe / Employee Benefits		2,300,422	3,106,623	3,872,679	4,694,426	5,353,900	
Retirement / Pension		201,889	291,717	378,313	474,968	551,827	
TOTAL PAYROLL TAXES AND BENEFITS		2,671,492	3,844,132	4,980,969	6,266,082	7,287,200	
TOTAL PERSONNEL SERVICE COSTS	236.00	17,787,494	24,856,360	31,917,234	39,700,782	45,645,782	
CONTRACTED SERVICES							
Accounting / Audit		70,634	101,316	131,076	164,870	191,649	
Legal		22,073	31,661	40,961	51,522	59,890	
Management Company Fee		2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		148,803	208,890	270,279	341,869	395,441	
Payroll Services		38,628	55,407	71,682	90,163	104,808	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		106,968	153,413	197,825	247,271	286,131	
TOTAL CONTRACTED SERVICES		3,019,395	4,185,951	5,332,927	6,644,398	7,590,585	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials		39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks		264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		119,980	180,726	193,606	222,237	223,865	
Telephone		284,654	390,779	479,115	621,717	707,772	
Technology		1,106,138	1,506,288	1,859,063	2,269,494	2,556,168	
Student Testing & Assessment		168,297	253,838	335,478	421,192	491,324	
Field Trips		169,061	228,792	303,041	418,714	508,467	
Transportation (student)		154,385	210,590	268,473	344,176	394,902	
Student Services - other		183,382	284,911	382,963	487,358	572,920	
Office Expense		221,580	300,500	384,079	495,365	569,703	
Staff Development		198,419	266,549	342,541	450,324	524,454	
Staff Recruitment		66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing		5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		5,185	7,009	9,251	12,917	15,845	
Fundraising		-	-	-	-	-	
Other		33,826	45,776	58,439	75,368	86,604	
TOTAL SCHOOL OPERATIONS		3,081,568	4,321,078	5,473,209	6,856,781	7,782,719	
FACILITY OPERATION & MAINTENANCE							
Insurance		131,970	188,078	223,955	265,509	331,085	
Janitorial		127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease		2,022,394	3,063,720	4,285,945	4,961,887	5,729,767	
Repairs & Maintenance		174,302	243,781	288,237	320,918	385,795	
Equipment / Furniture		263,390	308,527	263,791	278,269	220,824	
Security		128,441	194,428	231,102	260,448	283,437	
Utilities		733,180	966,892	1,230,433	1,326,157	1,531,053	
TOTAL FACILITY OPERATION & MAINTENANCE		3,581,558	5,216,218	6,858,883	7,802,183	8,998,235	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		189,777	272,954	333,144	371,944	392,812	
TOTAL EXPENSES		**27,659,791**	**38,852,561**	**49,915,396**	**61,376,087**	**70,410,132**	
NET INCOME		**(499,779)**	**(220,911)**	**801,017**	**2,417,952**	**2,463,445**	

AF Bushwick Ed Corp

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	**27,160,012**	**38,631,651**	**50,716,413**	**63,794,039**	**72,873,577**
Total Expenses	**27,659,791**	**38,852,561**	**49,915,396**	**61,376,087**	**70,410,132**
Net Income (Before Cash Flow Adjustments)	**(499,779)**	**(220,911)**	**801,017**	**2,417,952**	**2,463,445**
Actual Student Enrollment	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
Total Paid Student Enrollment	**1,536**	**2,071**	**2,698**	**3,373**	**3,834**
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015	**2016**	**2017**	**2018**	**2019**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
REVENUE PER PUPIL	**17,433**	**18,016**	**18,646**	**18,913**	**19,007**
EXPENSES PER PUPIL	**17,753**	**18,119**	**18,351**	**18,196**	**18,365**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
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	**-**	**-**	**-**	**-**	**-**
NET INCOME	**(499,779)**	**(220,911)**	**801,017**	**2,417,952**	**2,463,445**
Beginning Cash Balance	3,000,000	2,500,221	2,279,310	3,080,327	5,498,279
ENDING CASH BALANCE	**2,500,221**	**2,279,310**	**3,080,327**	**5,498,279**	**7,961,725**

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

AF Bushwick Ed Corp

Contact Name:	Tony Siddall
Contact Email:	[redacted]
Contact Phone:	
	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-
Total Expenses		-
Net Income		-
Actual Student Enrollment		-
Total Paid Student Enrollment		-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-
Total Expenses		-
Net Income		-
Actual Student Enrollment		-
Total Paid Student Enrollment		-

DESCRIPTION OF ASSUMPTIONS

		START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-
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	-	-
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	-	-
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		-
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		-
FACILITY OPERATION & MAINTENANCE		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		-
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		-
NET INCOME		-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Distr cts Per Pup l Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Spec al Needs	-	-	-	-	-	-	-
T tle I	-	-	-	-	-	-	-
T tle Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundrais ng	-	-	-	-	-	-	-
Erate Re mbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from mea s)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Admin strative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Subs itute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Spec alty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librar an	-	-	-	-	-	-	-	-
Custod an	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Emp oyee Benefits		-	-	-	-	-	-	-
Retirement / Pens on		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Spec al Ed Services		-	-	-	-	-	-	-
Titlement Services (i e. T tle I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Spec al Ed Supplies & Mater als		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supp ies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Fie d Trips		-	-	-	-	-	-	-
Transportat on (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Deve opment		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundra sing		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Bui ding and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilit es		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciat on		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activ ties		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Fund ng - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Serv ce (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donat ons	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES															
ADM NISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instruct onal Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Ass stants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Serv ces		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS															
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materia s		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Mater als other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recru tment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE															
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ut lities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

							DESCRIPTION OF ASSUMPTIONS
Total Revenue		**21,808,562**	**4,238,529**	**-**	**-**	**-**	**26,047,091**	
Total Expenses		**22,981,567**	**3,360,106**	**-**	**-**	**-**	**26,341,673**	
Net Income		**(1,173,005)**	**878,423**	**-**	**-**	**-**	**(294,582)**	
Actual Student Enrollment		-	-				-	
Total Paid Student Enrollment		**1,382**	**154**				**1,536**	

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
School District 1 (Enter Name)	14 127	19,529,165	2,169,907	-	-	-	21,699,072	Includes AF Bushwick, AF Linden, AF Charter School 10, AF Charter School 12.
School District 2 (Enter Name)	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	
TOTAL Per Pup l Revenue (Average Districts Per Pupil Fund ng)	14,127	19,529,165	2,169,907	-	-	-	21,699,072	
Special Education Revenue		-	1,622,906	-	-	-	1,622,906	
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		19,529,165	3,792,814	-	-	-	23,321,978	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	248,004	-	-	-	248,004	
Title I		673,035	74,782	-	-	-	747,816	
Title Funding - Other		82,783	9,198	-	-	-	91,981	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		420,014	46,668	-	-	-	466,682	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		1,175,832	378,652	-	-	-	1,554,484	
LOCAL and OTHER REVENUE								
Contributions and Donations		500,000	-	-	-	-	500,000	
Fundra sing		-	-	-	-	-	-	
Erate Reimbursement		589,415	65,491	-	-	-	654,905	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		14,151	1,572	-	-	-	15,723	
Food Serv ce (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,103,566	67,063	-	-	-	1,170,629	
TOTAL REVENUE		**21,808,562**	**4,238,529**	**-**	**-**	**-**	**26,047,091**	

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

Total Revenue	**21,808,562**	**4,238,529**	**-**	**-**	**-**	**26,047,091**
Total Expenses	**22,981,567**	**3,360,106**	**-**	**-**	**-**	**26,341,673**
Net Income	**(1,173,005)**	**878,423**	**-**	**-**	**-**	**(294,582)**
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	**1,382**	**154**				**1,536**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Posit ons						
Executive Management	-	-	-	-	-	-	-
Instructional Management	6.00	753,331	83,946	-	-	-	837,276
Deans, Directors & Coordinators	21.00	1,445,584	161,085	-	-	-	1,606,669
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	6.00	417,151	46,484	-	-	-	463,635
Administrative Staff	16.00	284,822	31,738	-	-	-	316,560
TOTAL ADMINISTRATIVE STAFF	49.00	2,900,887	323,254	-	-	-	3,224,141
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	124.00	6,906,977		-	-	-	6,906,977
Teachers - SPED	22.00		1,524,515	-	-	-	1,524,515
Substitute Teachers	-	35,278	3,931	-	-	-	39,209
Teaching Assistants	20.00	243,106	27,090	-	-	-	270,196
Specialty Teachers	10.00	609,273	67,893	-	-	-	677,166
Aides	-	-	-	-	-	-	-
Therapists & Counselors	11.00	853,437	95,101	-	-	-	948,537
Other	-	405,905	45,231	-	-	-	451,136
TOTAL INSTRUCTIONAL	187.00	9,053,976	1,763,761	-	-	-	10,817,737
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	5,628	625.30	-	-	-	6,253
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Secur ty	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	5 628	625	-	-	-	6 253
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	11,960,491	2,087,640	-	-	-	14,048,131
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		222,833	24,831	-	-	-	247,663
Fringe / Employee Benefits		1,973,797	219,946	-	-	-	2,193,743
Retirement / Pension		179,569	20,010	-	-	-	199,579
TOTAL PAYROLL TAXES AND BENEFITS		2,376,198	264,786	-	-	-	2,640,985
TOTAL PERSONNEL SERVICE COSTS	236.00	14,336,689	2,352,426	-	-	-	16,689,115
CONTRACTED SERVICES							
Accounting / Audit		63,552	7,082	-	-	-	70,634
Legal		19,860	2,213	-	-	-	22,073
Management Company Fee		2,368,375	263,914	-	-	-	2,632,289
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		133,884	14,919	-	-	-	148,803
Payroll Services		34,755	3,873	-	-	-	38,628
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. T tle I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		96,243	10,725	-	-	-	106,968
TOTAL CONTRACTED SERVICES		2,716,669	302,726	-	-	-	3,019,395
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		54,873	6,115	-	-	-	60,988
Special Ed Supplies & Materials			45,339	-	-	-	45,339
Textbooks / Workbooks		238,015	26,523	-	-	-	264,538
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		107,951	12,029	-	-	-	119,980
Telephone		256,115	28,540	-	-	-	284,654
Technology		969,370	108,020	-	-	-	1,077,390
Student Testing & Assessment		151,423	16,874	-	-	-	168,297
Field Trips		152,111	16,950	-	-	-	169,061
Transportation (student)		138,906	15,479	-	-	-	154,385
Student Services - other		164,996	18,386	-	-	-	183,382
Office Expense		199,365	22,216	-	-	-	221,580
Staff Development		178,526	19,894	-	-	-	198,419
Staff Recruitment		60,105	6,698	-	-	-	66,803
Student Recruitment / Marketing		4,535	505	-	-	-	5,041
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		4,665	520	-	-	-	5,185
Fundraising		-	-	-	-	-	-
Other		30,435	3,391	-	-	-	33,826
TOTAL SCHOOL OPERATIONS		2,711,392	347,477	-	-	-	3,058,868
FACILITY OPERATION & MAINTENANCE							
Insurance		118,773	13,196.97	-	-	-	131,970
Janitorial		115,094	12,788.18	-	-	-	127,882
Building and Land Rent / Lease		1,713,479	190,386.54	-	-	-	1,903,865
Repairs & Maintenance		128,523	14,280.28	-	-	-	142,803
Equipment / Furniture		237,051	26,338.97	-	-	-	263,390
Secur ty		115,597	12,844.14	-	-	-	128,441
Utilities		621,754	69,083.75	-	-	-	690,837
TOTAL FACILITY OPERATION & MAINTENANCE		3,050,269	338,919	-	-	-	3,389,188
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		166,548	18,559	-	-	-	185,107
TOTAL EXPENSES		**22,981,567**	**3,360,106**	**-**	**-**	**-**	**26,341,673**
NET INCOME		**(1,173,005)**	**878,423**	**-**	**-**	**-**	**(294,582)**

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2015 to June 30, 2016

Total Revenue	21,808,562	4,238,529	-	-	-	26,047,091
Total Expenses	22,981,567	3,360,106	-	-	-	26,341,673
Net Income	(1,173,005)	878,423	-	-	-	(294,582)
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	1,382	154				1,536

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-
REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

DESCRIPTION OF ASSUMPTIONS

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		**4,388,307**	**1,310**	**3,888,307**	**397,990**	**3,888,307**	**841,108**	**3,958,309**	**1,310**	**3,888,307**	**249,315**	**3,888,307**	**656,216**	**26,047,091**
Total Expenses		**2,092,958**	**1,797,046**	**2,533,649**	**1,971,313**	**2,533,649**	**2,094,934**	**2,410,028**	**1,971,313**	**2,410,028**	**2,145,415**	**2,410,028**	**1,971,313**	**26,341,672**
Net Income		**2,295,349**	**(1,795,736)**	**1,354,658**	**(1,573,323)**	**1,354,658**	**(1,253,826)**	**1,548,281**	**(1,970,003)**	**1,478,279**	**(1,896,100)**	**1,478,279**	**(1,315,097)**	**(294,581)**
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		**3,000,000**	**5,295,349**	**3,499,613**	**4,854,271**	**3,280,948**	**4,635,606**	**3,381,780**	**4,930,061**	**2,960,058**	**4,438,337**	**2,542,237**	**4,020,516**	**3,000,000**
Net Income		**5,295,349**	**3,499,613**	**4,854,271**	**3,280,948**	**4,635,606**	**3,381,780**	**4,930,061**	**2,960,058**	**4,438,337**	**2,542,237**	**4,020,516**	**2,705,419**	**2,705,419**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
School Distr ct 1 (Enter Name)	14,127	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average D stricts Per Pupil Funding)	14,127	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	3,616,512	-	21,699,072
Special Education Revenue		270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	270,484	-	1,622,906
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	3,886,996	-	23,321,978
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	248,004	-	-	248,004
Title I		-	-	-	-	-	747,816	-	-	-	-	-	-	747,816
Title Funding - Other		-	-	-	-	-	91,981	-	-	-	-	-	-	91,981
School Food Serv ce (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	396,679	-	-	70,002	-	-	-	-	-	466,682
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	396,679	-	839,798	70,002	-	-	248,004	-	-	1,554,484
LOCAL and OTHER REVENUE														
Contr butions and Donations		500,000	-	-	-	-	-	-	-	-	-	-	-	500,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	654,905	654,905
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	15,723
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		501,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	656,216	1,170,629
TOTAL REVENUE		**4,388,307**	**1,310**	**3,888,307**	**397,990**	**3,888,307**	**841,108**	**3,958,309**	**1,310**	**3,888,307**	**249,315**	**3,888,307**	**656,216**	**26,047,091**

AF Bushwick Ed Corp
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		4,388,307	1,310	3,888,307	397,990	3,888,307	841,108	3,958,309	1,310	3,888,307	249,315	3,888,307	656,216	26,047,091
Total Expenses		2,092,958	1,797,046	2,533,649	1,971,313	2,533,649	2,094,934	2,410,028	1,971,313	2,410,028	2,145,415	2,410,028	1,971,313	26,341,672
Net Income		2,295,349	(1,795,736)	1,354,658	(1,573,323)	1,354,658	(1,253,826)	1,548,281	(1,970,003)	1,478,279	(1,896,100)	1,478,279	(1,315,097)	(294,581)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		3,000,000	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	3,000,000
Net Income		5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	2,705,419	2,705,419
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	6.00	69,773	69,773	69,773	69,773	69,773	69,773	69,773	69,773	69,773	69,773	69,773	69,773	837,276
Deans, Directors & Coordinators	21.00	133,889	133,889	133,889	133,889	133,889	133,889	133,889	133,889	133,889	133,889	133,889	133,889	1,606,669
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	6.00	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	38,636	463,635
Administrative Staff	16.00	26,380	26,380	26,380	26,380	26,380	26,380	26,380	26,380	26,380	26,380	26,380	26,380	316,560
TOTAL ADMINISTRATIVE STAFF	49.00	268 678	268 678	268 678	268 678	268 678	268 678	268 678	268 678	268 678	268 678	268 678	268 678	3 224 141
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	124.00	575,581	575,581	575,581	575,581	575,581	575,581	575,581	575,581	575,581	575,581	575,581	575,581	6,906,977
Teachers - SPED	22.00	127,043	127,043	127,043	127,043	127,043	127,043	127,043	127,043	127,043	127,043	127,043	127,043	1,524,515
Substitute Teachers	-	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	39,209
Teaching Assistants	20.00	22,516	22,516	22,516	22,516	22,516	22,516	22,516	22,516	22,516	22,516	22,516	22,516	270,196
Specialty Teachers	10.00	56,431	56,431	56,431	56,431	56,431	56,431	56,431	56,431	56,431	56,431	56,431	56,431	677,166
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	11.00	79,045	79,045	79,045	79,045	79,045	79,045	79,045	79,045	79,045	79,045	79,045	79,045	948,537
Other	-	37,595	37,595	37,595	37,595	37,595	37,595	37,595	37,595	37,595	37,595	37,595	37,595	451,136
TOTAL INSTRUCTIONAL	187.00	901,478	901,478	901,478	901,478	901,478	901,478	901,478	901,478	901,478	901,478	901,478	901,478	10,817,737
NON INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	521	521	521	521	521	521	521	521	521	521	521	521	6,253
L brarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	521	521	521	521	521	521	521	521	521	521	521	521	6,253
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	1,170,678	14,048,131
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	20,639	247,663
Fringe / Employee Benefits		182,812	182,812	182,812	182,812	182,812	182,812	182,812	182,812	182,812	182,812	182,812	182,812	2,193,743
Retirement / Pension		16,632	16,632	16,632	16,632	16,632	16,632	16,632	16,632	16,632	16,632	16,632	16,632	199,579
TOTAL PAYROLL TAXES AND BENEFITS		220,082	220,082	220,082	220,082	220,082	220,082	220,082	220,082	220,082	220,082	220,082	220,082	2,640,985
TOTAL PERSONNEL SERVICE COSTS	236.00	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	1,390,760	16,689,115
CONTRACTED SERVICES														
Accounting / Audit		5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	70,634
Legal		1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	22,073
Management Company Fee		438,715	-	438,715	-	438,715	-	438,715	-	438,715	-	438,715	-	2,632,289
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	14,880	148,803
Payroll Services		3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	38,628
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consu ting		8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	8,914	106,968
TOTAL CONTRACTED SERVICES		458,573	19,859	473,454	34,739	473,454	34,739	473,454	34,739	473,454	34,739	473,454	34,739	3,019,395
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	20,329	-	20,329	20,329	-	-	-	-	-	-	60,988
Special Ed Supplies & Materials		-	-	15,113	-	15,113	15,113	-	-	-	-	-	-	45,339
Textbooks / Workbooks		-	-	88,179	-	88,179	88,179	-	-	-	-	-	-	264,537
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	11,998	119,980
Telephone		23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	23,721	284,654
Technology		89,783	89,783	89,783	89,783	89,783	89,783	89,783	89,783	89,783	89,783	89,783	89,783	1,077,390
Student Testing & Assessment		-	-	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	168,297
Field Trips		-	-	-	-	-	-	-	-	-	169,061	-	-	169,061
Transportation (student)		-	-	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	15,438	154,385
Student Services - other		-	-	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	183,382
Office Expense		-	-	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	22,158	221,580
Staff Development		-	-	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	19,842	198,419
Staff Recruitment		-	-	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	6,680	66,803
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	5,041	-	-	5,041
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	519	519	519	519	519	519	519	519	519	519	5,185
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	33,826
TOTAL SCHOOL OPERATIONS		116,323	116,323	351,747	228,126	351,747	351,747	228,126	228,126	228,126	402,227	228,126	228,126	3,058,867
FACILITY OPERATION & MAINTENANCE														
Insurance		10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	10,997	131,970
Jan torial		10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	10,657	127,882
Building and Land Rent / Lease		-	-	190,387	190,387	190,387	190,387	190,387	190,387	190,387	190,387	190,387	190,387	1,903,865
Repairs & Maintenance		-	142,803	-	-	-	-	-	-	-	-	-	-	142,803
Equipment / Furniture		21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	21,949	263,390
Security		10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	10,703	128,441
Utilities		57,570	57,570	57,570	57,570	57,570	57,570	57,570	57,570	57,570	57,570	57,570	57,570	690,837
TOTAL FACILITY OPERATION & MAINTENANCE		111,877	254,680	302,263	302,263	302,263	302,263	302,263	302,263	302,263	302,263	302,263	302,263	3,389,188
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	185,107
TOTAL EXPENSES		2,092,958	1,797,046	2,533,649	1,971,313	2,533,649	2,094,934	2,410,028	1,971,313	2,410,028	2,145,415	2,410,028	1,971,313	26,341,672
NET INCOME		2,295,349	(1,795,736)	1,354,658	(1,573,323)	1,354,658	(1,253,826)	1,548,281	(1,970,003)	1,478,279	(1,896,100)	1,478,279	(1,315,097)	(294,581)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activit es		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expend tures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Cred t		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		2,295,349	(1,795,736)	1,354,658	(1,573,323)	1,354,658	(1,253,826)	1,548,281	(1,970,003)	1,478,279	(1,896,100)	1,478,279	(1,315,097)	(294,581)
Beginning Cash Balance		3,000,000	5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	3,000,000
ENDING CASH BALANCE		5,295,349	3,499,613	4,854,271	3,280,948	4,635,606	3,381,780	4,930,061	2,960,058	4,438,337	2,542,237	4,020,516	2,705,419	2,705,419

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	**26,047,091**	**35,489,756**	**45,709,706**	**56,759,636**	**64,404,080**
Total Expenses	**26,335,624**	**36,147,766**	**45,668,732**	**56,286,751**	**64,460,753**
Net Income (Before Cash Flow Adjustments)	**(288,534)**	**(658,011)**	**40,974**	**472,885**	**(56,674)**
Actual Student Enrollment	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
Total Paid Student Enrollment	**1,536**	**2,071**	**2,698**	**3,373**	**3,834**

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2015	**2016**	**2017**	**2018**	**2019**
	***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE	**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate				
School District 1 (Enter Name)	14,127	21,699,072	30,296,174	39,463,646	49,336,871	56,079,918
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,127	21,699,072	30,296,174	39,463,646	49,336,871	56,079,918
Special Education Revenue		1,622,906	2,032,065	2,494,997	3,007,933	3,396,843
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		23,321,978	32,328,238	41,958,643	52,344,804	59,476,761
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		248,004	348,151	450,465	569,782	659,069
Title I		747,816	1,049,851	1,353,320	1,699,193	1,954,659
Title Funding - Other		91,981	129,264	166,476	208,465	239,381
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		466,682	661,052	559,459	397,026	294,500
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		1,554,484	2,188,319	2,529,720	2,874,466	3,147,609
LOCAL and OTHER REVENUE						
Contributions and Donations		500,000	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		654,905	951,588	1,193,427	1,504,553	1,738,052
Earnings on Investments		-	-	-	-	-
Interest Income		15,723	21,611	27,915	35,813	41,658
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,170,629	973,199	1,221,342	1,540,366	1,779,710
TOTAL REVENUE		**26,047,091**	**35,489,756**	**45,709,706**	**56,759,636**	**64,404,080**

DESCRIPTION OF ASSUMPTIONS

Grows to 14627 in 2016-17

AF Bushwick Ed Corp
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	**26,047,091**	**35,489,756**	**45,709,706**	**56,759,636**	**64,404,080**
Total Expenses	**26,335,624**	**36,147,766**	**45,668,732**	**56,286,751**	**64,460,753**
Net Income (Before Cash Flow Adjustments)	**(288,534)**	**(658,011)**	**40,974**	**472,885**	**(56,674)**
Actual Student Enrollment	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
Total Paid Student Enrollment	**1,536**	**2,071**	**2,698**	**3,373**	**3,834**

	No. of Positions	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	DESCRIPTION OF ASSUMPTIONS
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	-	-	-	-	-	
Instructional Management	6.00	837,276	1,127,532	1,281,158	1,581,519	1,597,334	
Deans, Directors & Coordinators	21.00	1,606,669	2,179,902	3,079,080	3,655,315	4,236,783	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	6.00	463,635	624,362	709,432	875,754	884,512	
Administrative Staff	16.00	316,560	494,547	685,381	766,996	843,959	
TOTAL ADMINISTRATIVE STAFF	49.00	3,224,141	4,426,344	5,755,051	6,879,584	7,562,588	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	124.00	6,906,977	9,436,124	12,266,062	15,578,317	18,229,223	
Teachers - SPED	22.00	1,524,515	2,067,121	2,603,323	3,304,372	3,755,231	
Substitute Teachers	-	39,209	55,199	70,286	86,481	98,981	
Teaching Assistants	20.00	270,196	299,709	329,793	397,612	429,235	
Specialty Teachers	10.00	677,166	890,418	1,056,025	1,268,088	1,347,679	
Aides	-	-	-	-	-	-	
Therapists & Counselors	11.00	948,537	1,234,361	1,382,365	1,433,493	1,668,082	
Other	-	451,136	636,966	827,052	1,041,230	1,208,387	Afterschool, tutors, Saturday academy staff.
TOTAL INSTRUCTIONAL	187.00	10,817,737	14,619,898	18,534,906	23,109,592	26,736,817	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	6,253	8,340	10,774	14,176	16,678	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	1	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	6,253	8,340	10,774	14,176	16,678	
SUBTOTAL PERSONNEL SERVICE COSTS	236.00	14,048,131	19,054,582	24,300,731	30,003,352	34,316,083	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		247,663	773,444	1,282,896	1,829,946	2,226,407	
Fringe / Employee Benefits		2,193,743	2,704,672	3,198,097	3,778,387	4,278,720	
Retirement / Pension		199,579	285,630	368,400	460,166	533,252	
TOTAL PAYROLL TAXES AND BENEFITS		2,640,985	3,763,746	4,849,394	6,068,499	7,038,380	
TOTAL PERSONNEL SERVICE COSTS	236.00	16,689,115	22,818,327	29,150,124	36,071,851	41,354,463	
CONTRACTED SERVICES							
Accounting / Audit		70,634	101,316	131,076	164,870	191,649	
Legal		22,073	31,661	40,961	51,522	59,890	
Management Company Fee		2,632,289	3,635,263	4,621,102	5,748,702	6,552,664	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		148,803	208,890	270,279	341,869	395,441	
Payroll Services		38,628	55,407	71,682	90,163	104,808	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		106,968	153,413	197,825	247,271	286,131	
TOTAL CONTRACTED SERVICES		3,019,395	4,185,951	5,332,927	6,644,398	7,590,585	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		60,988	84,476	107,494	138,933	157,728	
Special Ed Supplies & Materials		39,290	53,906	69,630	90,973	106,250	
Textbooks / Workbooks		264,538	408,293	553,426	645,247	679,196	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		119,980	180,726	193,606	222,237	223,865	
Telephone		284,654	390,779	479,115	621,717	707,772	
Technology		1,077,390	1,379,520	1,662,130	1,992,434	2,231,343	
Student Testing & Assessment		168,297	253,838	335,478	421,192	491,324	
Field Trips		169,061	228,792	283,089	390,537	475,881	
Transportation (student)		154,385	210,590	268,473	344,176	394,902	
Student Services - other		183,382	284,911	343,531	432,416	505,696	
Office Expense		221,580	300,500	384,079	495,365	569,703	
Staff Development		198,419	266,549	342,541	450,324	524,454	
Staff Recruitment		66,803	90,296	115,200	148,569	170,635	
Student Recruitment / Marketing		5,041	8,350	11,411	14,198	16,886	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		5,185	7,009	9,251	12,917	15,845	
Fundraising		-	-	-	-	-	
Other		33,826	45,776	58,439	75,368	86,604	
TOTAL SCHOOL OPERATIONS		3,052,819	4,194,310	5,216,891	6,496,603	7,358,084	
FACILITY OPERATION & MAINTENANCE							
Insurance		131,970	188,078	223,955	265,509	331,085	
Janitorial		127,882	250,791	335,420	388,994	516,274	
Building and Land Rent / Lease		1,903,865	2,613,517	3,159,589	3,963,199	4,601,080	
Repairs & Maintenance		142,803	209,412	252,016	283,973	348,111	
Equipment / Furniture		263,390	308,527	263,791	278,269	220,824	
Security		128,441	194,428	231,102	260,448	283,437	
Utilities		690,837	920,691	1,181,743	1,276,494	1,480,396	
TOTAL FACILITY OPERATION & MAINTENANCE		3,389,188	4,685,445	5,647,616	6,716,885	7,781,207	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		185,107	263,733	321,173	357,014	376,415	
TOTAL EXPENSES		**26,335,624**	**36,147,766**	**45,668,732**	**56,286,751**	**64,460,753**	
NET INCOME		**(288,534)**	**(658,011)**	**40,974**	**472,885**	**(56,674)**	

AF Bushwick Ed Corp
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Total Revenue	26,047,091	35,489,756	45,709,706	56,759,636	64,404,080
Total Expenses	26,335,624	36,147,766	45,668,732	56,286,751	64,460,753
Net Income (Before Cash Flow Adjustments)	(288,534)	(658,011)	40,974	472,885	(56,674)
Actual Student Enrollment	1,558	2,144	2,720	3,373	3,834
Total Paid Student Enrollment	1,536	2,071	2,698	3,373	3,834

DESCRIPTION OF ASSUMPTIONS

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	1,558	2,144	2,720	3,373	3,834
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	**1,558**	**2,144**	**2,720**	**3,373**	**3,834**
REVENUE PER PUPIL	**16,718**	**16,551**	**16,805**	**16,828**	**16,798**
EXPENSES PER PUPIL	**16,903**	**16,858**	**16,790**	**16,687**	**16,813**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
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	**-**	**-**	**-**	**-**	**-**
NET INCOME	**(288,534)**	**(658,011)**	**40,974**	**472,885**	**(56,674)**
Beginning Cash Balance	3,000,000	2,711,466	2,053,456	2,094,429	2,567,314
ENDING CASH BALANCE	**2,711,466**	**2,053,456**	**2,094,429**	**2,567,314**	**2,510,641**

24. Supplemental Information

(a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

Please find attached the following supplementary documents in support of the Achievement First Charter School 12 proposal. Each of the following documents is referenced in a previous response, as indicated below.

Supplemental Document	Page
Table listing educational options in CSD 16,17,23,32. ***Referenced in:*** *Response 1(b)* **Programmatic Impact**, *p. 3* *Response 14(a)* **District Relations,** low-performing schools in district. *p. 2*	*1*
June 2, 2014 Achievement First Bushwick Board Minutes, indicating Board approval of this application. *Response 3 (a) p.1.*	*26*