SUNY Charter Schools Institute
The State University of New York

INTENT TO APPLY FORM

Proposed School Information			
Charter School Name:	**Family Life Academy Charter School IV**		
Education Corp. Name:	Family Life Academy Charter Schools		
Education Corp. Status:	Currently Exists	Proposal Type:	Standard
School District (or NYC CSD):	CSD 9	Opening Date:	September 8, 2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K-1	156
Year 2	K-2	234
Year 3	K-3, 6	390
Year 4	K-4, 6-7	546
Year 5	K-8	702

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	Latino Pastoral Action Center
Partner Public Contact Info (Name, Phone):	Susana Rivera-Leon [redacted]

Lead Applicant Contact Information					
Lead Applicant Name:	**Marilyn Calo**				
Applicant is a (check all that apply):	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School				
Organization Name:	Family Life Academy Charter Schools				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	[redacted]	Email:	[redacted]
Secondary Applicant Name (If Applicable):	**Miguel Peña**				
Applicant is a (check all that apply):	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School				
Organization Name:	Family Life Academy Charter Schools Board of Trustees				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	[redacted]	Email:	[redacted]

List additional lead applicants below in the "Other" section.

Media/Public Contact Information (required)					
Name:	Marilyn Calo	Phone #:	(718) 410-8100	Email:	mcalo@flacsnyc.com

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 250 words)**

Family Life Academy Charter School IV (FLACS IV) will share the mission statement of all schools operated by Family Life Academy Charter Schools (FLACS).

Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Provide the proposed school's key design elements in the space below. (**Maximum 250 words)**

FLACS IV will share the twelve key design elements of all FLACS schools. These elements are:

- Active school leadership
- A rigorous academic curriculum with a focus on literacy
- An extended school day and year
- Data-driven planning fueled by a rigorous system of assessment and accountability
- Intentional approaches to the instruction of English language learners
- A commitment to meeting the needs of all learners
- Professional development and professional learning communities that enrich teaching
- Consistent and caring discipline
- Family involvement and shared responsibility for learning
- A shared school culture, traditions and core values focused on excellence
- A focus on preparation for high school and beyond
- A continued use of community resources

Provide a brief overview of the proposed school's academic program in the space below. **(Maximum 500 words)**

FLACS IV will create the conditions for self-empowerment for all of its students to achieve high academic standards by providing a rigorous curriculum in which students are actively engaged in their own learning. FLACS IV will adopt the same academic program used at all FLACS schools. FLACS IV will implement a curriculum that reflects a balance between teacher- and student-guided learning. The approach will emphasize student engagement; students will build excitement about, ownership of, and independence in learning. The academic program will be engaging, meaningful, and joyful. The curriculum will allow differentiation to meet the needs of all students. Teachers will integrate literacy instruction through every subject area, including explicit vocabulary development and infusion of literacy standards.

FLACS IV will take a balanced approach to teaching literacy, including instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, writing process, and grammar conventions. The curriculum will be aligned with the NYS Next Generation Learning Standards. In elementary grades, FLACS IV will use the network-developed units of study built around authentic texts incorporating read-aloud, direct instruction, and close reading opportunities. FLACS IV will use Curriculum Associates Ready NY to support the development of reading comprehension. Open Court will be used for explicit phonics instruction. The elementary grades will use the Heinemann Units of Study in Opinion, Information and Narrative Writing for writing. In the middle school, FLACS IV will use EngageNY for reading and writing instruction. All grades will use level libraries of authentic texts for independent reading and small group strategy lessons.

Students will gain a deep conceptual understanding of math through a curriculum that has problem solving at its core. Concepts will be taught with a learning progression through concrete, pictorial, and abstract representations. There will be an emphasis on real-world, hands-on experiences and problems and the interconnection between mathematics and real world applications. FLACS IV will adopt Math in Focus. Houghton-Mifflin Harcourt's Everyday Counts will also be used to reinforce core concepts and provides additional learning opportunities. Teachers will also incorporate Number Talks to help build mental math and computation strategies. The curriculum addresses all

NYS Learning Standards.

FLACS IV will use Amplify Science which is aligned to the NYS Next Generation Science Standards. The curriculum is phenomenon based, not topic based. In each unit, there is a science phenomenon which serves as the anchor for the unit and students engage in scientific inquiry and research to understand why this phenomenon happens. In this inquiry-based approach, students will engage in experimentation, modeling and reading about science in order to fully understand the phenomenon.

In social studies, students will learn about how they are part of many different communities, how these communities function today, and how these communities have grown and changed throughout history. An emphasis will be placed on analyzing primary source documents such as historical documents, journals, letters, political cartoons, and photographs. Students will participate in project-based and inquiry learning. FLACS IV will use a network-developed curriculum based on the state standards and the C3 Framework for Social Studies.

School Management

Provide a brief overview of the school's management structure, including overall governance as well as the proposed leadership structure within the school. **(Maximum 500 words)**

The board of trustees is the policy-making body of FLACS. Their primary role is to select and hire the chief executive officer and school principals; to monitor school and network academic performance; to monitor school and network fiscal performance; and to evaluate the CEO and school principals and holding them accountable for achievement of the school's mission and goals.

The day-to-day operations of the FLACS network are entrusted to the CEO and COO by the board of trustees. These two network leaders hire and oversee the activities of each school's administrators and the hiring and dismissal of all network staff. The CEO and COO oversee the network's budgeting, facilities, operations, curriculum, data professional development and community outreach.

The school principal is the instructional leader in his or her building. The principal hires school based staff, including assistant principals, teachers and teaching assistants and oversees the day-to-day operations and instruction of each school. The principals are responsible for ensuring that the school environment and FLACS/LPAC culture of community, family and excellence is inherent in all aspects of the school. The principals are also responsible to ensure that the network curriculum, which is developed together with all of the school principals, is executed efficiently. School staff reports directly to assistant principals and the principal. The principal reports to the COO and CEO. This structure allows each principal autonomy over the day-to-day decision making in the school, while ensuring that all principals are in sync with the overall FLACS vision, mission, and educational program.

Any key organizational decision is made with input from the schools and network, with final approval by the CEO. Decisions around curriculum, instruction, and assessment are made by each principal with executive director of academics. Decisions around operational structures, procedures and policies are made by these network department heads with the school principals.

If you are working with a CMO or partner organization, please provide a description of the nature of that partnership below. Include a description of the type and frequency of the services that the partner would provide to the school, and any financial relationship between the proposed school and the partner organization or CMO. **(Maximum 500 words)**

FLACS IV will not work with a CMO.

FLACS IV will work with the Latino Pastoral Action Center (LPAC). LPAC's founder and president, Reverend Rivera, is also the founder and visionary of the FLACS schools. LPAC is the community sponsor for all FLACS schools. The two organizations are distinct and separate, but share a common mission of supporting and strengthening the local community. LPAC provides direct services to families through offering after-school homework help and recreational program in each of the FLACS schools, and a summer camp at the FLACS I site. LPAC also offers direct support services to the community at large, and especially FLACS families, such as mentoring programs, fatherhood programs, and offering information about other community resources. LPAC is a support to FLACS staff in the student recruitment process and in establishing positive ties between FLACS schools and the community. LPAC also leases space in its facility to FLACS I. LPAC representatives sit on the board of trustees; though as per the board by-laws will not represent a majority on the board. LPAC works to help ensure that the FLACS schools remain committed to the original vision and mission of serving all children in the South Bronx.

School Facility Plans

Provide a brief overview of the proposed school's facility plans below. **(Maximum 250 words)**

During its first two years of operation, FLACS IV will co-locate with the FLACS II middle school building, on 316 165th Street, in CSD 9, which will only be using its building at about two-thirds capacity during this time. This building is new construction that will be completed in Winter 2019. This facility is 54,000 square feet, with 30 classrooms, a full-size gymnasium and cafeteria. Over the next 42 months, FLACS will look for space available for rental or funding to support the construction of a new facility to house FLACS IV for 2022-2023 and beyond. This timeline is more than adequate to find, renovate, and/or construct a new school that the building meets New York City Department of Buildings School Use and state sanitary specifications by 2022-23. The board has formed an ad hoc committee, New Facilities, to support this effort. FLACS will work with its community partner to potentially find

space to construct a new school, as FLACS recently did with the property in 316 165th Street for the middle school facility.

Proposed Board Members

Provide a list of all proposed board members below, along with a brief biographical statement for each proposed trustee. If a proposed trustee is to hold an officer position within the board, please include that information. **(Maximum 500 words)**

The FLACS IV board will be the same as the board for all other schools. The current trustees are listed here.

- Miguel Peña is board chairperson. He was PA President and a founding member of the Board of Trustees for FLACS I. He currently works for FedEx where his responsibilities include staff training, evaluation and role of floor supervisor.
- Susana Rivera-Leon is the board vice-chairperson. She is the current LPAC CEO and oversees the day-to-day program operations, including contract management, program administration, partnerships and sub-contracts.
- Pedro Alvarez is the board secretary. He founded the company P. Alvarez & Associates, which serves over 7,000 clients throughout the Bronx. He provides consulting and tax services to individuals and local small community businesses.
- Hilda Sanchez is the board Treasurer. She has been an educator for over 30 years in the NYCDOE. She has been a teacher, director of funded programs, director of program development and school restructuring, and director of special projects and consultant.
- Marvin Dutton is a long-time resident of the Bronx and a businessman and entrepreneur.
- Kevin Kearns is the CFO for LPAC. He has experience in finance, including as an investment banker and director at Wertheim Schroder & Co.
- Joseph Holland is the CEO of a real estate development company and has over 35 years of experience as a developer and attorney.
- Dr. Janet M. Lerner has held positions in the mental health field for over 38 years. She is currently the executive director of Damon House New York.
- Francisco Lugoviña was a founding member and former board chairman of FLACS I. He is an entrepreneur, launching several successful businesses since 1968. He has a long history as a community organizer and civil rights activist.
- Bryan Rivera has over 25 years of management experience. He is currently the President of Learn Enterprises, LLC, a consultancy firm.
- Rev. Raymond Rivera led a team to develop FLACS I. He has a long history of community activism. In 1992, he founded LPAC and has provided leadership development and technical assistance to hundreds of churches, faith-based and secular organizations, and dozens have developed holistic community-based ministries.
- Wanda Torres-Mercado has 27 years of experience in management and supervision of youth educational programs.
- Florence G. Wolpoff has been an educator for 54 years. Currently, she provides technical assistance for Teach for America students at Fordham University.
- Kelly Nuñez, Raphael McDonald, Marina Salazar, and Jorge Torres are current ex-officio voting members who are PA presidents of their respective campuses.

Lead Applicant Signature

Signature:	

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

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PROPOSAL TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Charter School Name:	Family Life Academy Charter School IV		
Education Corp. Name:	Family Life Academy Charter Schools		
Education Corp. Status:	Existing Education Corporati	Proposal Type:	Standard New School Propos
School District (or NYC CSD):	NYC CSD 9	Opening Date:	September 8, 2020

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Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	Latino Pastoral Action Center
Partner Public Contact Info (Name, Phone):	[redacted]

Lead Applicant Contact Information					
First Lead Applicant Name:	Marilyn Calo				
Applicant is a:	Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☑ Education Corp./Charter School				
Organization Name:	Family Life Academy Charter Schools				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	[redacted]	Email:	[redacted]
Second Lead Applicant Name:	Miguel Peña				
Applicant is a:	Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☑ Education Corp./Charter School				
Organization Name:	Family Life Academy Charter Schools Board of Trustees				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	[redacted]	Email:	[redacted]
List additional lead applicants in the "Other" section.	☑ Not Applicable ☐ Additional Applicants Listed in "Other"				

Media/Public Contact Information (required)					
Name:	Marilyn Calo	Phone #:	(718) 410-8100	Email:	mcalo@flacsnyc.com

Lead Applicant Signature			
Signature:		Date:	January 4, 2019

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

Program Design

MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as on Intent to Apply form.

KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as on Intent to Apply form.

BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as on Intent to Apply form.

School Management

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as on Intent to Apply form.

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as on Intent to Apply form.

School Facility Plans (If different from Intent to Apply Form)

Same as on Intent to Apply form.

Board Member Names and Biographical Summaries (If different from Intent to Apply Form)

Same as on Intent to Apply form.

Other

Same as on Intent to Apply form.

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The State University of New York

GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

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

1- General Information

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

2- Enrollment

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

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

3- Retention

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

4- Discipline

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

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME: Family Life Academy Charter School I

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment[1]					
Total Enrollment	467	464	470	303	266
Number of Students with Disabilities	61	55	50	23	21
Number of English language learners	187	183	172	110	92
Number of Economically Disadvantaged Students	411	412	409	272	245
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	411	417	416	273	251
Total Number of Eligible Students Who Returned from Previous Year	390	394	392	249	226
Number of Students with Disabilities Eligible to Return from Previous Year[4]	58	51	47	19	19
Number of Students with Disabilities Who Returned from Previous Year	52	47	44	19	16
Number of English language learners Eligible to Return from Previous Year[5]	173	166	161	98	92
Number of English language learners Who Returned from Previous Year	168	164	161	92	80
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	367	367	371	244	226
Number of Economically Disadvantaged Students Who Returned from Previous Year	348	347	350	220	203
Average Daily Attendance Rate	95%	95%	95%	95%	N/A
Discipline					
Number of In-School Suspensions (Occurrences)	13	10	7	7	N/A
Number of Out of School Suspensions (Occurrences)	13	10	7	7	N/A
Number of In-School Suspensions (unique students)	8	11	11	1	N/A
Number of Out of School Suspensions (unique students)	8	9	11	1	N/A
Number of Expulsions	0	0	0	0	N/A

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME: Family Life Academy Charter School II

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment[1]					
Total Enrollment	205	257	291	483	576
Number of Students with Disabilities	27	30	31	66	77
Number of English language learners	36	45	39	137	158
Number of Economically Disadvantaged Students	205	238	272	444	522
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	145	205	257	536	533
Total Number of Eligible Students Who Returned from Previous Year	130	189	230	498	491
Number of Students with Disabilities Eligible to Return from Previous Year[4]	21	27	30	73	77
Number of Students with Disabilities Who Returned from Previous Year	18	24	28	70	72
Number of English language learners Eligible to Return from Previous Year[5]	23	36	45	150	144
Number of English language learners Who Returned from Previous Year	22	34	38	143	138
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	142	205	238	489	488
Number of Economically Disadvantaged Students Who Returned from Previous Year	127	189	212	454	453
Average Daily Attendance Rate	97%	92%	92%	93%	N/A
Discipline					
Number of In-School Suspensions (Occurrences)	2	3	6	6	N/A
Number of Out of School Suspensions (Occurrences)	2	3	5	6	N/A
Number of In-School Suspensions (unique students)	0	0	0	3	N/A
Number of Out of School Suspensions (unique students)	0	0	0	3	N/A
Number of Expulsions	0	0	0	0	N/A

SCHOOL NAME: Family Life Academy Charter School III

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment[1]					
Total Enrollment	82	154	197	252	255
Number of Students with Disabilities	16	23	31	33	26
Number of English language learners	24	32	42	55	52
Number of Economically Disadvantaged Students	73	153	192	234	225
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	N/A	82	154	197	204
Total Number of Eligible Students Who Returned from Previous Year	N/A	68	129	183	178
Number of Students with Disabilities Eligible to Return from Previous Year[4]	N/A	16	23	30	21
Number of Students with Disabilities Who Returned from Previous Year	N/A	12	18	28	20
Number of English language learners Eligible to Return from Previous Year[5]	N/A	24	32	42	44
Number of English language learners Who Returned from Previous Year	N/A	21	29	38	38
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	N/A	73	153	192	188
Number of Economically Disadvantaged Students Who Returned from Previous Year	N/A	60	125	178	164
Average Daily Attendance Rate	90%	92%	93%	94%	N/A
Discipline					
Number of In-School Suspensions (Occurrences)	3	3	12	3	N/A
Number of Out of School Suspensions (Occurrences)	3	3	12	3	N/A
Number of In-School Suspensions (unique students)	2	3	0	0	N/A
Number of Out of School Suspensions (unique students)	2	3	0	0	N/A
Number of Expulsions	0	0	0	0	N/A

Response 01a - Community Description and Need

Family Life Academy Charter Schools (FLACS) is applying to open a fourth charter, FLACS IV, in the South Bronx, in New York State's 15th congressional district. There are 781,143 people living in the district; 212,107, or 27.1%, are children under the age of 18. This district has the highest percent of people living in poverty of all congressional districts in the United States; the median income is $28,042. Only 64.7% of the population has obtained a high school degree or higher; only 13.7% have a bachelor's degree or higher. The population identifies as predominantly Black or African American (36.1%) and Hispanic or Latino (66.6%). There is a high immigrant population; 37.4% of the population is foreign born.[1]

There are five school districts that serve this congressional district: New York City's community school district (CSD) 7, 8, 9, 12 and the southern portion of 10. Currently FLACS operates two schools in CSD 7 and one school in CSD 9. FLACS IV plans to be located in CSD 9. FLACS IV plans to draw its students from the local community. Table 1-1 summarizes the demographics of the students enrolled in CSD 9. There is a high percentage of English language learners (ELLs), which is unsurprising given the large immigrant population. In 2017-18, 91.7% of students qualified for free and reduced lunch.

Table 1-1: Selected Demographics of CSD 9[2]

Year	2013-14	2014-15	2015-16	2016-17	2017-18
% Asian	1.3%	1.4%	1.4%	1.4%	1.5%
% Black	30.5%	30.0%	29.4%	28.6%	27.8%
% Hispanic	66.6%	66.6%	67.3%	68.0%	68.6%
% Multiple Race	0.7%	0.7%	0.8%	0.8%	0.8%
% White	0.9%	1.2%	1.1%	1.2%	1.3%
% Students with Disabilities	20.0%	20.4%	21.1%	21.7%	21.6%
% English Language Learners	22.9%	22.0%	22.0%	23.3%	22.9%
% Poverty	91.7%	90.7%	89.7%	88.9%	91.7%

CSD 9 has long struggled with low academic achievement. Tables 1-2 and 1-3 summarize the most recent New York State test results in English language arts (ELA) and mathematics, respectively. Only 30% of students were proficient in ELA and 26% were proficient in mathematics on the 2018 tests. Additionally, 36% of students in ELA and 47% of students in mathematics performed at a level 1, far below grade level standards.

[1] Source: 2017 American Community Survey 1-Year Estimates, retrieved on 11/20/2018.
[2] Source: NYCDOE school snapshot, retrieved on 11/20/2018.

Table 1-2: % of CSD 9 Students at Each Proficiency Level in ELA (2018)						
Grade	**# Tested**	**% Level 1**	**% Level 2**	**% Level 3**	**% Level 4**	**% Level 3+4 (Proficient)**
3	2,484	27	37	33	3	35
4	2,600	31	38	23	8	31
5	2,565	46	32	16	7	22
6	2,594	42	26	19	14	32
7	2,582	38	37	19	5	24
8	2,474	28	40	23	9	32
3-8	**15,299**	**36**	**35**	**22**	**8**	**30**

Table 1-3: % of CSD 9 Students at Each Proficiency Level in Math (2018)						
Grade	**# Tested**	**% Level 1**	**% Level 2**	**% Level 3**	**% Level 4**	**% Level 3+4 (% Proficient)**
3	2,563	39	25	24	12	37
4	2,678	43	29	16	12	28
5	2,635	48	25	17	10	26
6	2,643	51	27	15	7	22
7	2,631	53	28	13	6	20
8	2,258	50	30	14	7	21
3-8	**15,689**	**47**	**27**	**17**	**9**	**26**

FLACS, and its community sponsor, the Latino Pastoral Action Center (LPAC) have a long history in the South Bronx, and specifically in CSD 9. FLACS has selected this community to open an additional school because of public schools remain underperforming and, despite the existing charter schools, there is still demand from the community for more quality school options. In 2017-2018, FLACS received applications far in excess of the slots available; at FLACS I, there were 912 applicants for 26 kindergarten spots, at FLACS II there were 638 applicants for 52 kindergarten spots and at FLACS III there were 474 applicants for 52 kindergarten spots. FLACS schools maintain long waitlists of families in this community who are seeking alternative educational opportunities. *Response 04c - Description and Analysis of Student Demand* analyzes this demand more thoroughly. By adding additional seats in kindergarten through grade eight, FLACS IV would be providing a needed school alternative in this community.

Response 01b - Programmatic Impact

In CSD 9, there are 51 public schools, 14 public charter schools, and 9 parochial schools enrolling students in kindergarten through eighth grade. Collectively these schools enroll approximately 36,000 students. The enrollment of FLACS IV at capacity will be 702 students. It is likely that FLACS IV will draw on students from public, parochial and other charter schools in CSD 9, as well as students from neighboring CSDs. Given the large number of schools in CSD 9, and that more than one out of every four students in CSD 9 already attends a non-public school, the impact on the program viability of any one public or charter school in CSD 9 is likely to be small, while the impact on those 702 students enrolled at

FLACS IV is likely to be large. Indeed, families in CSD 9 have already shown a great desire for school choice, given how many are already enrolled in charter or private school programs.

Of the 51 public schools serving approximately 26,000 students in kindergarten through eighth grade:

- 1 is a kindergarten through third grade school;
- 26 are pre-kindergarten or kindergarten through fifth grade schools;
- 14 are sixth through eighth grade schools;
- 2 are pre-kindergarten or kindergarten through eighth grade schools; and
- 8 are sixth through twelfth grade schools.

Table 1-4 summarizes the location, grade span, size, and academic performance of the traditional public schools in CSD 9.

Table 1-4: Public Schools Serving Grades K-8 in Community School District 9

School Name	Address	Grades	# of Students	% Meeting ELA	% Meeting Math
P.S. X088 - S. Silverstein Little Sparrow	1340 Sheridan Avenue	K-3	147	38.1	40.0
P.S. 011 Highbridge	1257 Ogden Avenue	K-5	551	27.1	30.6
P.S. 028 Mount Hope	1861 Anthony Avenue	PK-5	722	24.8	29.7
P.S. 035 Franz Siegel	261 East 163 Street	K-5	617	25.6	21.2
P.S. 042 Claremont	1537 Washington Avenue	PK-5	399	30.2	30.9
P.S. 053 Basheer Quisim	360 East 168 Street	PK-5	1037	35.8	47.1
P.S. 055 Benjamin Franklin	450 Saint Paul's Place	PK-5	593	32.6	32.1
P.S. 058	459 East 176 Street	PK-5	430	24.2	31.1
P.S. 063 Author's Academy	1260 Franklin Avenue	PK-5	527	36.1	38.9
P.S. 070 Max Schoenfeld	1691 Weeks Avenue	K-5	1108	25.0	23.8
P.S. 073 Bronx	1020 Anderson Avenue	PK-5	572	18.0	11.2
P.S. 109 Sedgwick	1771 Popham Avenue	PK-5	614	32.0	25.5
P.S. 110 Theodore Schoenfeld	580 Crotona Park South	PK-5	411	29.3	27.1
P.S. X114 - Luis Llorens Torres Schools	1155 Cromwell Avenue	K-5	711	22.6	23.8
P.S. 126 Dr Marjorie H Dunbar	175 West 166 Street	PK-5	579	49.4	29.2
P.S. 132 Garret A. Morgan	1245 Washington Avenue	PK-5	374	21.7	17.9
P.S. 163 Arthur A. Schomburg	2075 Webster Avenue	PK-5	474	27.6	13.6
P.S. 199X - The Shakespeare School	1449 Shakespeare Avenue	PK-5	716	23.5	29.1
P.S. 204 Morris Heights	1780 Dr. Martin Luther King Jr. Blvd	PK-5	630	53.2	52.7
P.S. 236 Langston Hughes	1871 Walton Avenue	PK-5	327	30.8	34.2
The New American Academy at Roberto Clemente State	275 Harlem River Park Bridge	PK-5	719	16.8	14.1
The Walton Avenue School	1425 Walton Avenue	K-5	500	69.2	94.2
Lucero Elementary School	1425 Walton Avenue	K-5	417	38.0	43.4
The Family School	1116 Sheridan Avenue	K-5	556	30.9	37.7
Grant Avenue Elementary School	250 East 164 Street	PK-5	457	34.9	34.2

Sheridan Academy for Young Leaders	1116 Sheridan Avenue	PK-5	492	28.8	31.7
Mount Eden Children's Academy	1501 Jerome Ave	PK-5	429	41.3	52.8
J.H.S. 022 Jordan L. Mott	270 East 167 Street	6-8	421	18.9	12.1
I.S. 117 Joseph H. Wade	1865 Morris Avenue	6-8	488	16.9	8.6
Mott Hall III	580 Crotona Park South	6-8	354	61.6	52.4
Kappa	3630 Third Avenue	6-8	329	39.6	22.8
I.S. 219 New Venture School	3630 Third Avenue	6-8	346	21.9	10.1
I.S. 229 Roland Patterson	275 Harlem River Park Bridge	6-8	242	16.7	7.0
I.S. 232	1700 Macombs Road	6-8	510	26.5	16.2
I.S. X303 Leadership & Community Service	1700 Macombs Road	6-8	318	46.0	26.9
I.S. 313 School of Leadership Development	1600 Webster Avenue	6-8	302	14.2	11.2
Bronx Writing Academy	270 East 167 Street	6-8	402	27.7	20.0
New Millennium Business Academy Middle School	1000 Teller Avenue	6-8	321	17.9	10.4
I.S. 339	1600 Webster Avenue	6-8	491	23.7	18.0
The Highbridge Green School	200 West 167th Street	6-8	378	28.0	11.5
Science and Technology Academy: A Mott Hall School	250 East 164 Street	6-8	451	45.1	45.2
P.S./M.S. 004 Crotona Park West	1701 Fulton Avenue	PK-8	544	22.7	33.1
P.S./I.S. 218 Rafael Hernandez Dual Language Magnet	1220 Gerard Avenue	K-8	1036	38.8	31.3
Eagle Academy for Young Men	4143 Third Avenue	6-12	531	20.1	13.4
Urban Assembly School for Applied Math and Science	1595 Bathgate Avenue	6-12	606	30.4	23.5
Bronx Early College Academy for Teaching & Learning	250 East 164 Street	6-12	511	25.5	14.5
Comprehensive Model School Project M.S. 327	1501 Jerome Avenue	6-12	738	41.1	43.4
New Directions Secondary School	240 East 172 Street	6-12	226	5.6	0.0
Bronx High School for Medical Science	240 East 172 Street	6-12	420	44.9	31.2
Bronx School for Law, Government and Justice	244 East 163 Street	6-12	756	54.7	32.9
Young Women's Leadership School of the Bronx	1865 Morris Avenue	6-12	542	58.1	39.1

There are 14 charter schools serving approximately 5,900 students in kindergarten through eighth grade in CSD 9. Of these:

- 2 are or will grow to be pre-kindergarten or kindergarten through fifth grade schools;
- 2 are or will grow to be fifth through eighth grade schools;
- 2 are or will grow to be sixth through eighth grade schools;

- 8 are or will grow to be pre-kindergarten or kindergarten through eighth grade schools (including one that will go through tenth grade); and:
- 1 is or will grow to be sixth through twelfth grade schools.

Table 1-5 summarizes the location, grade span, size, and academic performance of the charter schools that are in CSD 9, including those that have been chartered but have yet to open.

Table 1-5: Charter Schools Serving Grades K-8 in Community School District 9

School Name	Address	Grades (Planned Grades)	# of Students	% Meeting ELA	% Meeting Math
Family Life Academy Charter School	14 West 170 Street	K-5	274	53.6	52.7
South Bronx Classical Charter School IV	3251 Third Avenue	K-2 (K-5)	155	N/A	N/A
Harriet Tubman Charter School	3565 Third Avenue	K-8	682	59.5	54.9
Icahn Charter School 1	1506-30 Brook Avenue	K-8	330	59.7	60.7
Bronx Academy of Promise Charter School	1349 Inwood Avenue	K-8	596	62.8	54.5
Rosalyn Yalow Charter School	116-118 East 169 Street	K-4 (K-8)	440	50.7	56.4
Icahn Charter School 6	1701 Fulton Avenue	K-8	346	49.3	68.6
Success Academy Charter School - Bronx 2	450 Saint Paul's Place	K-8	756	94.6	99.5
Success Academy Charter School - NYC 3	1000 Teller Avenue	K-6 (K-8)	678	92.3	98.3
Metropolitan Lighthouse Charter School	180 West 165th Street	K-10	606	40.5	39.9
Mott Hall Charter School	1260 Franklin Avenue	6-8	269	37.1	28.5
Stradford Preparatory Charter School for Boys	Opening Fall 2019	(5-8)	0	N/A	N/A
Emblaze Academy Charter School	1744 Williamsbridge Road	5 (5-8)	90	N/A	N/A
Bronx Preparatory Charter School	3872 Third Avenue	6-12	699	38.9	31.8

There are also 9 parochial schools in CSD 9 serving approximately 4,400 students. Of these:

- 2 are schools enrolling only pre-kindergarten and kindergarten;
- 5 are schools enrolling students in pre-kindergarten through eighth grade; and:
- 2 are schools enrolling students in either pre-kindergarten or kindergarten through ninth grade.

Table 1-6 summarizes the location, grade span, size, and academic performance of the parochial schools that are in CSD 9.

Table 1-6: Private/Parochial Schools Serving Grades K-8 in Community School District 9[3]					
School Name	**Address**	**Grades**	**# of Students**	**% Meeting ELA**	**% Meeting Math**
Edens Christian Academy & Early Childhood Center	1509 Morris Avenue	PK-K	7	N/A	N/A
Labor Bathgate Community Child Care Center	1638 Anthony Avenue	PK-K	122	N/A	N/A
Christ the King Elementary School	1345 Grand Concourse	PK-8	299	N/A	N/A
Bronx Manhattan SDA School	1440 Plimpton Avenue	K-9	194	N/A	N/A
Sacred Heart School	1248 Nelson Avenue	PK-8	471	N/A	N/A
St. Angela Merici School	266 East 163 Street	PK-8	333	N/A	N/A
St. Augustine School	1176 Franklin Ave	PK-9	211	N/A	N/A
St. Margaret Mary School	121 East 177 Street	PK-8	338	N/A	N/A
St. Joseph School	1946 Bathgate Avenue	Pk-8	482	N/A	N/A

FLACS anticipates that there will be little programmatic impact to the existing schools that it operates. No changes need to be made to the existing schools in opening FLACS IV.

Response 01c - Fiscal Impact

Table 1-7: Fiscal Impact Chart							
Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	**B**	**C**	**D (B X C)**	**E**	**F (D + E)**	**G**	**H (F ÷ G)**
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	156	15,613	2,435,650	155,918	2,591,568	25,000,000,000	0.010%
Year 2 (2021-22)	234	15,925	3,726,544	228,719	3,955,263	25,000,000,000	0.016%
Year 3 (2022-23)	390	16,244	6,335,125	374,337	6,709,462	25,000,000,000	0.027%
Year 4 (2023-24)	546	16,569	9,046,559	520,007	9,566,566	25,000,000,000	0.038%
Year 5 (2024-25)	702	16,900	11,863,916	774,730	12,638,646	25,000,000,000	0.051%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://en.wikipedia.org/wiki/New_York_City_Department_of_Education#Budget				
OTHER NOTES:							

[3] https://www.private schoolreview.com

Request 02a: Mission

Family Life Academy Charter School IV (FLACS IV) will share the mission statement of all schools operated by Family Life Academy Charter Schools (FLACS).

Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Request 02b: Key Design Elements

FLACS IV will share the twelve key design elements that guide all FLACS schools. As these have been highly effective in both meeting the mission and vision and achieving high student achievement at the existing FLACS charters, the applicant team is confident that these key design elements will be equally effective in the proposed charter.

The FLACS network team has developed guides to each of these key design elements to ensure that all schools have a clear understanding of how these elements are to be implemented in FLACS schools. Members of the network administration, collaboratively with the principals and other stakeholders, review these guides on an annual basis to update them. Each principal is evaluated, in part, on how successful the school has been in implementing each key design element. The twelve key design elements are described below.

Active school leadership

Each FLACS school is led by a principal, who is supported by an instructional team consisting of an assistant principal and other key instructional staff. This team ensures that instruction is rigorous, evaluates student performance, and ensures alignment of the instructional program with the charter mission and vision. Active school leadership at FLACS is discussed in detail in *Response 09ad - Instructional Leadership.*

A rigorous academic curriculum with a focus on literacy

The FLACS curriculum is rigorous and challenges students' innate and acquired intellectual curiosity. It is accompanied by clearly articulated and demanding student achievement standards aligned to the New York State Learning Standards. Literacy instruction is infused in all subject areas and is also taught in a standalone literacy block each day. This key design element addresses the core FLACS mission "*to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards"* and to *"help them take responsibility for their own learning."* In turn, by meeting the mission, each FLACS school will address the needs of the community to bridge the achievement gap between students in the

South Bronx and the rest of New York State. The curriculum is discussed in depth in *Response 06a - Curriculum Selection.*

An extended school day and year

The school day extends beyond that of traditional public schools, running from 8:00 am to 3:30 pm. Afterschool and/or Saturday programming, which may include tutoring, enrichment, and/or intervention, is available to students. By having an extended school day and year, FLACS schools will be able to provide the extra instruction needed to close the achievement gap. *Response 07ac - Calendars and Schedules* explains in depth how FLACS will provide and extended school day an year.

Data-driven planning fueled by a rigorous system of assessment and accountability

Continual assessment occurs in all subject areas at all grade levels. Assessment data is analyzed by teachers, school administrators, and network administrators and is used to formulate action plans for instruction and programming. Specific time is devoted for this analysis in data meetings and shared planning periods. This key design element will serve to drive effective instruction that will close the achievement gap, ensuring all students will have high academic achievement. The assessment system is detailed in *Response 06b - Assessment System.*

Intentional approaches to the instruction of English language learners

FLACS specifically seeks to attract and retain English language learners. FLACS employs a sheltered English language immersion approach. All staff receive training in strategies for supporting ELLs within their individual classrooms. Certified English as a new language (ENL) teachers provide specific additional instruction to help students reach proficiency in English. This key design element will directly impact on the needs of the community, which has a high proportion of English language learners and immigrant families. *Response 08c - English Language Learners* details these intentional approaches.

A commitment to meeting the needs of all learners

Teachers differentiate instruction to meet the needs of all learners. Students who are at risk of not meeting standards are identified using assessment data. Intervention programs are implemented to meet these students' needs. Child study meetings are held to identify the specific needs of individual students and to create action plans to address these needs. FLACS is committed to providing the appropriate services and interventions for students in special education with individualized education plans (IEPs). This key design element is essential for ensuring that *all* students meet high academic standards. *Response 08a - Struggling Students* and *Response 08b - Students with Disabilities* describe how FLACS IV will meet the needs of all learners.

Professional development and professional learning communities that enrich teaching

Professional development is customized to meet the needs of individual teachers. Professional development sessions occurs weekly on Monday afternoons until 5:00, on afternoons of selected Friday half-days, on Election Day, and during 10 days in August before students return to school. Common grade level planning periods occur weekly. Instructional coaches support individual teachers in improving their instructional practice. This key design element is essential to ensuring that teachers can

effectively implement the curriculum in order to help students achieve high standards. The FLACS approach to professional development is described in detail in *Response 09c - Professional Development.*

Consistent and caring discipline

FLACS has a strong commitment to caring classroom management that is strategic and values scholarly behavior. Schoolwide and classroom procedures are taught to students and reinforced by all staff members. This key design element helps empower students to take responsibility for their own learning. *Response 10b - Discipline Policy* addresses how FLACS IV will provide consistent and caring discipline.

Family involvement and shared responsibility for learning

All parents are informed and empowered participants in their children's learning. The responsibility for learning is shared among the students, school, and parents, and is reflected in students' learning plans. Regular communication about student progress occurs throughout the year, including formal parent teacher conferences. An active Parent Association (PA) holds monthly meetings. A seat on the FLACS board of trustees is reserved for the PA president of each school. Family partnership is listed in the mission statement as essential to achieving the goals of the organization.

A shared school culture, traditions and core values focused on excellence

All aspects of the school culture further high expectations for children and promote the development of holistic young people who affirm human values. FLACS scholars are celebrated in various school-wide traditions, including award ceremonies, essay contests, and community projects. Core values such as respect for other people and cultures, self-discipline, active citizenship, volunteerism, school pride, fairness, caring, responsibility, and trustworthiness, are encouraged in all students and staff at FLACS. *Response 10a - School Culture* addresses how FLACS IV will approach school culture.

A focus on preparation for high school and beyond

In addition to preparing for the future with rigorous academics, beginning in sixth grade, FLACS students meet with guidance counselors to help identify areas of interest and ability, match these interests and abilities to high school programs, and prepare to apply to these programs. This program is described in *Response 23a - Supplemental Narrative*.

A continued use of community resources

FLACS schools make use of community resources, especially those of its community sponsor, the Latino Pastoral Action Center (LPAC). These include the LPAC New Hope after school, mentoring programs, Thanksgiving community dinner and food drive, services for families, and social justice activities. This is described in *Response 13a - Partner Organizations.*

Request 03a: Applicant Information

The lead applicants are CEO, Marilyn Calo, and board chair, Miguel Peña, on behalf of the board of trustees of Family Life Academy Charter Schools (FLACS) Education Corporation.

Ms. Calo has been an educator for over 40 years. She became the principal of FLACS I in September 2003 and CEO of FLACS in 2013. A more detailed biography appears below in *Request 03c - Founding Team*.

Miguel Peña was a founding member of the board of trustees for FLACS I, which opened in the fall of 2001. He was also the first parent association (PA) president. He later served as board secretary for FLACS I (2010-12) and board treasurer for the consolidated FLACS Board (2014-2017). He became board chair in 2017. He studied at Baruch College and then enlisted in the United States Marine Corps. After his tour of duty, he entered the private sector in the field of customer service. He has held positions as manager and sales representative for Amway, JDC Corp. and Easy Connection. He is currently a courier for FedEx where his responsibilities include staff training, evaluation and floor supervision.

FLACS is a community grown charter network that currently operates three charter schools with 1097[1] students in kindergarten through grade eight. Over the last 18 years, FLACS has demonstrated high academic achievement and organizational fiscal soundness. All FLACS schools have had successful charter renewals: FLACS I was mostly recently renewed in 2017-2018, FLACS II was renewed in 2016-2017, and FLACS III was renewed in 2018-2019.

Each FLACS school has shown significant success in closing the achievement gap for students in CSD 7 and CSD 9, as demonstrated in Tables 3-1 and 3-2.

Table 3-1: 2018 ELA Performance of FLACS Network versus CSD 7, CSD 9, NYC, and NYS

Subject	3	4	5	6	7	8
FLACS Network	72.8	75.0	62.5	66.7	36.2	66.7
CSD 7	37.7	33.1	19.6	27.0	19.6	30.8
CSD 9	35.4	30.8	22.5	32.2	24.2	32.5
NYC	50.6	49.3	38.0	48.9	42.6	50.7
NYS	50.5	47.4	36.6	49.0	40.0	47.6

Table 3-2: 2018 Math Performance of FLACS Network versus CSD 7, CSD 9, NYC, and NYS

Subject	3	4	5	6	7	8
FLACS Network	76.6	70.7	52.5	58.7	25.5	39.6
CSD 7	38.8	29.8	22.5	16.6	14.6	14.0
CSD 9	36.6	28.2	26.2	22.1	19.8	20.7
NYC	52.5	46.4	41.7	39.8	39.8	33.2
NYS	53.8	48.2	43.6	44.2	41.3	30.0

[1] As of BEDS Day, October 3, 2018.

Request 03b: Proposal History

The applicant and founding team members are a group of core FLACS employees and the FLACS Board of Trustees. The founding team has worked together at FLACS for seven years; many members have worked with FLACS for longer.

The FLACS network has been in a process of expansion over the last nine years in response to the demand from the South Bronx community for more high-quality school options. In 2010-2011, FLACS expanded its initial school to include middle school. In 2012-2013 and 2013-2014, FLACS replicated, opening a second and third charter. In 2019-2020, FLACS will open a middle school campus in a brand new facility, allowing for expanded enrollment in its existing three schools and housing and providing facilities for all current middle school students. Despite these expansions, FLACS still has a lengthy waitlist. *Response 04f - Evidence of Demand* includes specific information about the existing waitlists at FLACS schools. Opening a fourth charter is the logical extension to this expansion to meet the demand from the community.

Since the proposed school, FLACS IV, is a replication of the other successful schools in the FLACS network, the aspects of the proposal related to curriculum, instruction, assessment, staffing, program, and budget were largely developed from existing documents in the education corporation. Discussions of future expansion, including applying for another charter school, have been part of strategic planning conversations over the last several years. The founding group met weekly over the course of two months to review and finalize each request for this proposal.

The founding team received some support from the Charter School Growth Fund, through which the network has received funding for expansion, and support as a thought partner in issues of facilities and expansion planning. The school has also had conversations with Highmark School Development, who has supported the construction of the new middle school campus, about future facilities planning for expansion.

Request 03c: List of Founding Team Members

The founding team consists of five FLACS employees: Marilyn Calo, Evelyn Castro, Carmen Heskey, Scott Quintero, and Renee Willemsen-Goode. While the team also includes the FLACS Board of Trustees, information about these individuals has been submitted as part of *Request 14 - Governance* and not as part of this request. The roles and expertise of the team in this application are summarized in Table 3-3.

Table 3-3: Founding Team Members			
Name	**Title**	**Area of Expertise**	**Additional Notes**
Marilyn Calo	CEO	Network and school leadership and academics	Proposal lead
Evelyn Castro	COO	Network and school operations and academics	
Carmen Heskey	Director of Human Resources	Human resources, teacher recruitment	
Scott Quintero	CFO	Finance, facilities	
Renee Willemsen-Goode	Executive Director of Academics	Curriculum, instruction, data and assessment	Primary author

Biographies of the founding team are included below.

Marilyn Calo, Chief Executive Officer:
Marilyn Calo worked for NYCDOE for 30 years as a teacher, school director, principal, and director of support services/family and community involvement before becoming the principal of FLACS I in September 2003. She has been an educator for over 40 years, receiving her Bachelor of Science degree and Master of Science degree in Reading Difficulties. She completed an advanced certificate program at Hunter College in Administration and Supervision. From 2011 through 2014, she provided oversight to the FLACS II and III principals and assistant principals during each school's planning phase in establishing curriculum, recruiting and training staff, establishing school protocols and procedures for working with ELLs and special education and recruiting students. She implemented a network mentoring program that would transition experienced teachers from FLACS I to FLACS II and III. Since July 2013, she has served as chief executive officer for the FLACS network. She is responsible for driving educational excellence across all network schools and establishing a clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, with the goal of creating a high-performing learning organization.

Evelyn Castro, Chief Operating Officer:
Evelyn Castro served as educational consultant for the FLACS II planning team in 2011. In July 2013, she became FLACS network chief operating officer. She oversees network administration and operations staff, ensuring that administrative support, technical assistance, and facilities maintenance is provided to all schools. She received her Bachelor of Science from City University of New York, her Master's degree in Reading from Manhattan College, and a Master's degree in Education, Administration and Supervision from Teachers College, Columbia University. Prior to FLACS, Evelyn was an educator for 39 years for the NYCDOE. From 1974-79, she served as a bilingual teacher, in CSD 4. She became assistant director in 1976 and director in 1980 for the Schomburg School in CSD 4. She held the positions of director of funded and external programs to director of operations for CSD 4 spanning 10 years. In 1995, she was appointed superintendent for CSD 4. She was responsible for the instructional and administrative functions for 43 schools, and oversaw a budget in excess of 200 million. In 2008, she became executive director for the Office of Early Childhood Education, overseeing instruction and operations for central and borough offices serving 54,000 four-year-olds.

Scott Quintero, Chief Finance Officer:

Scott Quintero joined FLACS I in 2009 as director of finance with 21 years in business administration and finance management and is currently the chief financial officer for the network. He held various positions in the field of finance for Merrill Lynch & Co. He served as an executive with the Merrill Lynch Hispanic Professional Network representing Hispanics on internal diversity committees, liaising between Merrill Lynch and the Association of Latino Professionals in Finance and Accounting (ALPFA), and represented Merrill Lynch at various college and professional career fairs throughout the United States. At the FLACS network level, Scott provides business management support and technical assistance in implementing effective and efficient organizational, financial and operational practices. This includes best practices as they relate to purchasing products and services, entering related invoices into their accounting systems, disbursing checks, managing accounts receivable, posting deposits, completing bank reconciliations and filing all related documentation. Scott oversees a finance team of four members (a finance controller, two staff accountants and a compliance coordinator). He has a Master of Business Administration: Management from Iona College and a Bachelor of Business Administration: Finance from Baruch College.

Carmen Heskey, Director of Human Resources:
Carmen Heskey joined FLACS I in 2006 as the administrative assistant to the principal. She transitioned to the role of operations manager for the school in 2008. She was responsible for the day-to-day operations which included ordering of educational materials, supervision of food services, transportation, and facilities management. In 2010, she took on the role of director of human resources for FLACS I. She is now responsible for and oversees the implementation of all human resources programs, policies and activities for the network. This includes setting up benefits packages, monitoring certification of teachers, employee performance management, employee orientation, benefits administration, payroll, vendor negotiations and compliance reporting. She collaborates with the principals and assistant principals in all three schools, coordinating job fairs for recruitment of staff and teachers. Prior to coming to FLACS, Carmen was a billing supervisor for Montefiore Medical Center.

Renee Willemsen-Goode, Executive Director of Academics:
Renee Willemsen-Goode received her Bachelor of Arts from Swarthmore College and Master of Arts in Curriculum and Instruction from Teachers College, Columbia University. She completed an advanced certificate program at Hunter College in Administration and Supervision. She taught in NYCDOE and a Brooklyn charter school before joining FLACS I in 2005 as a founding fifth grade teacher. In 2008, she became FLACS I's data specialist. She served on the instructional leadership team, facilitated monthly data analysis meetings, supervised the implementation of interim assessments, developed school-wide curriculum maps, and helped coordinate the growth of the FLACS middle school. She became the network data specialist in 2014. In 2016, she became the network director of data and assessment, developing data policies and procedures. In 2017 she became the executive director of academics, overseeing a network team that includes the director of professional learning, curriculum specialists, and data specialist. She leads in the adoption, evaluation, and revision of curriculum and programming across the network; oversees the coordination, compliance and administration of school-developed, network-mandated, and state assessments; and leads the planning, oversight and implementation of professional development in kindergarten through eighth grade.

Request 03d: Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This proposal was not previously withdrawn from or rejected by the SUNY Trustees.

Response 03e - Letters of Justification for Previously Denied Applications

This response is not applicable to this application.

Response 03f - Founding Team Resumes

Resumes have been provided for the following members of the Founding Team:

- Marilyn Calo
- Evelyn Castro
- Carmen Heskey
- Scott Quintero
- Renee Willemsen-Goode

Marilyn Calo

[redacted]

Professional Experience

[redacted]

Marilyn Calo

[redacted]

Marilyn Calo

[redacted]

[redacted]

Marilyn Calo

[redacted]

Education:	Professional Certificate in Administration and Supervision Hunter College, 695 Park Avenue South, New York, NY	1993
	Masters of Science in Reading Difficulties Hunter College, 695 Park Avenue South, New York, NY	1981
	Bachelors of Science Hunter College, 695 Park Avenue South, New York, NY	1976
Certifications/ Licensure	Principal Day Elementary School Principal Junior High School School District Administrator Teacher Day Elementary School – Bilingual	

Other Professional Studies:

Teaching and Technology Bank Street College, 112th Street, New York, NY	1985
Working with Children with Special Needs Fordham University, Bronx, New York	1983
The Child with Special Needs Northside Center for Child Development New York, NY 10029	1982

[redacted]

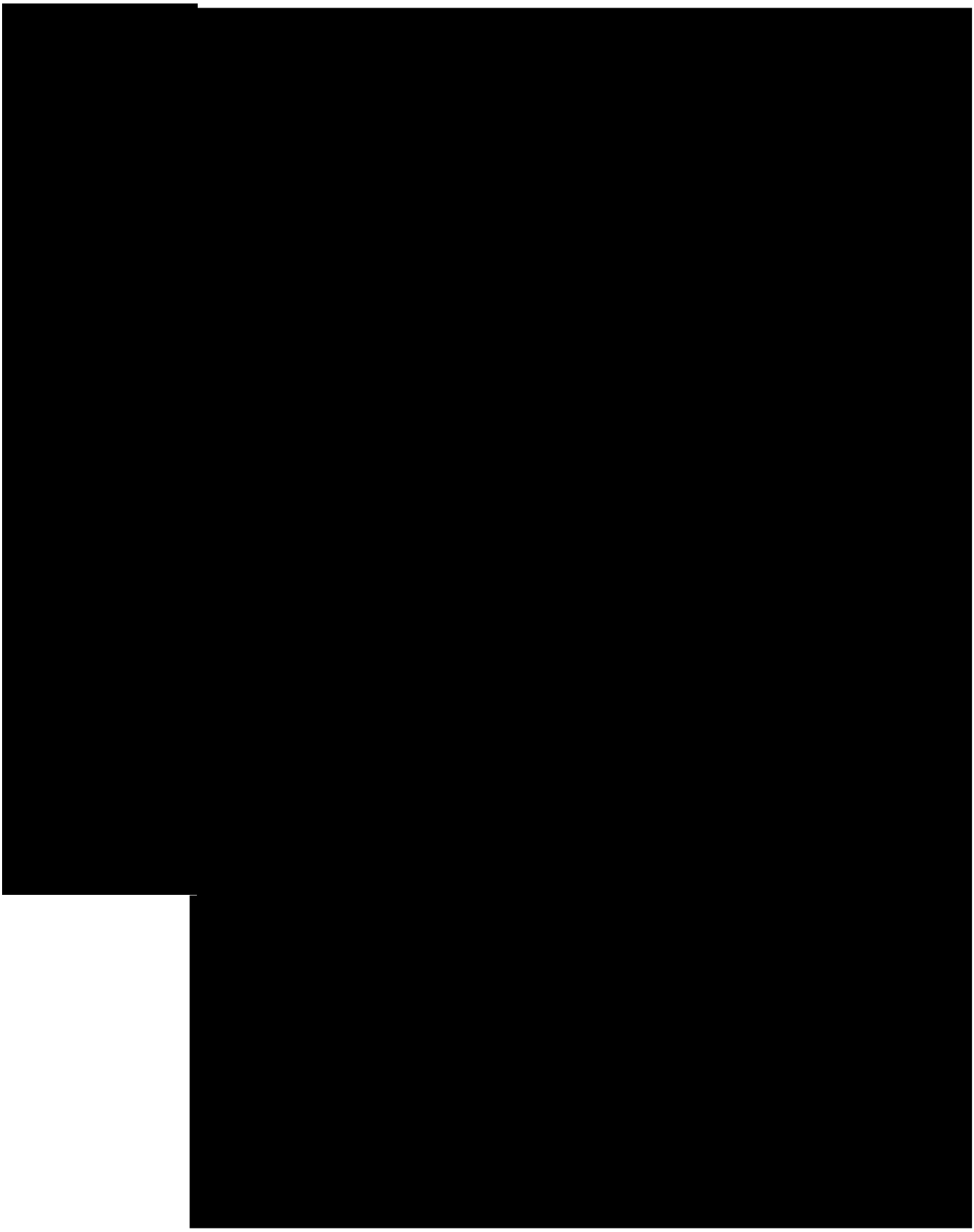
Evelyn Castro

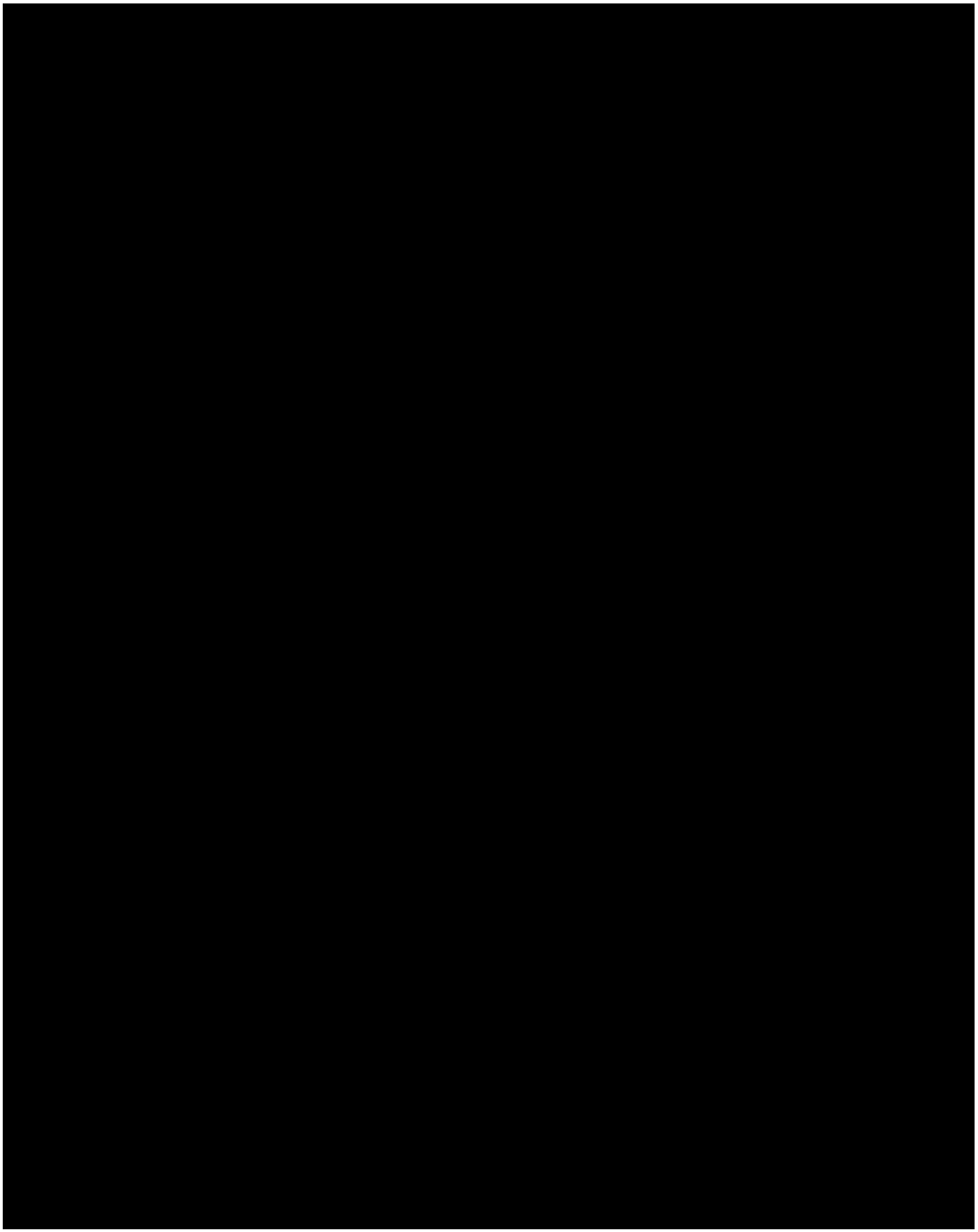
Objective

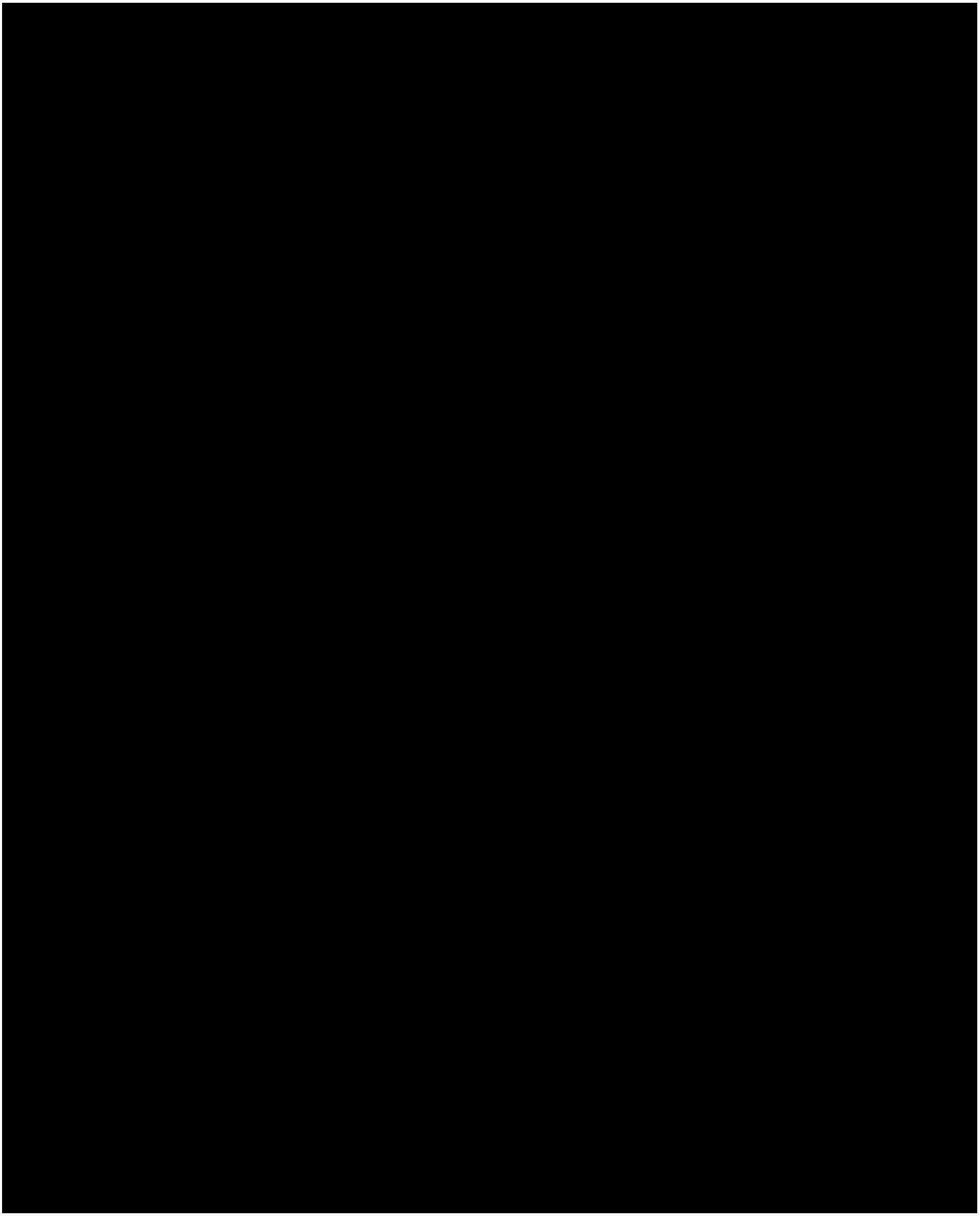
To identify a position which will utilize my experience and expertise to support an organization in creating and developing a high achieving learning environment for students.

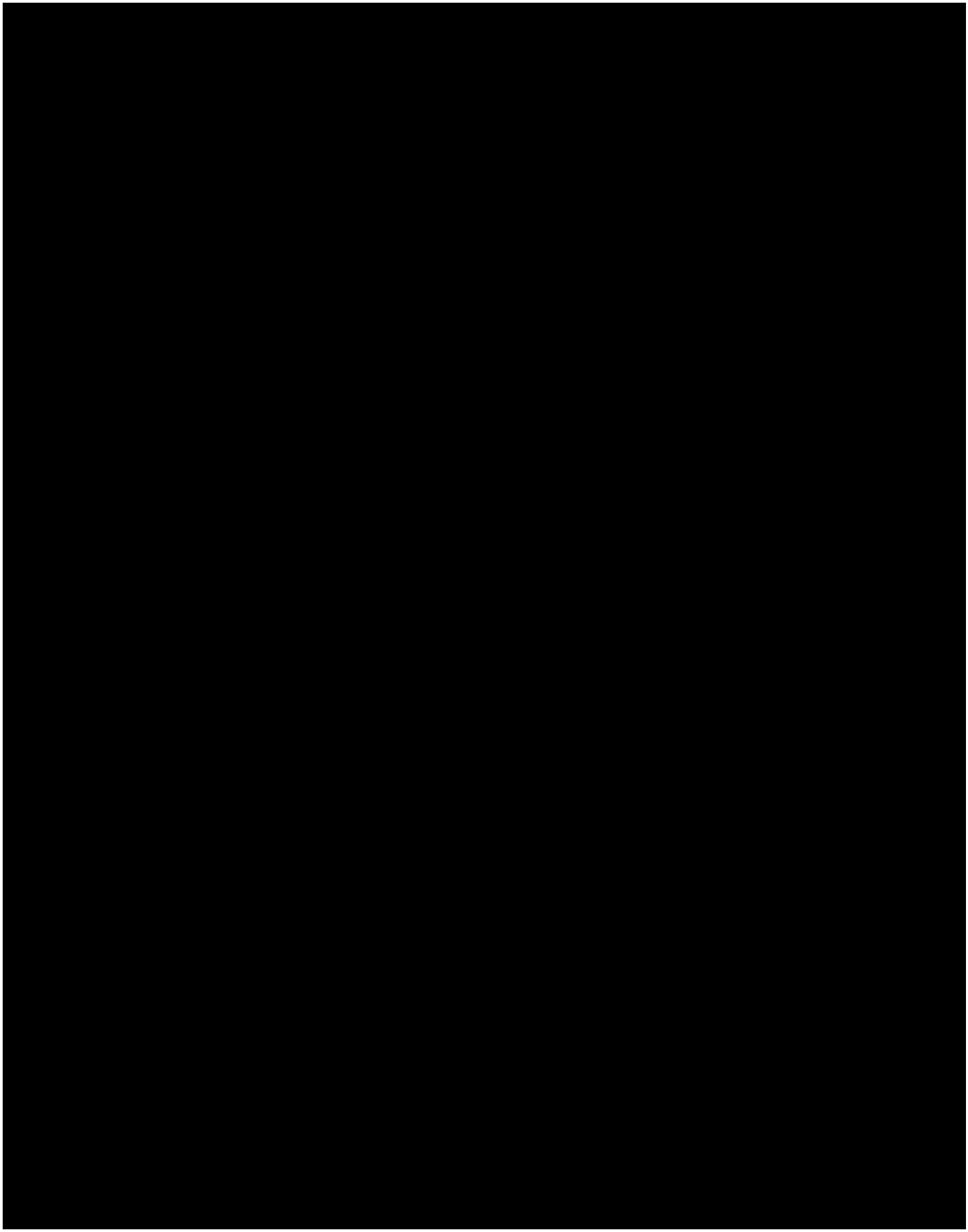
Experience

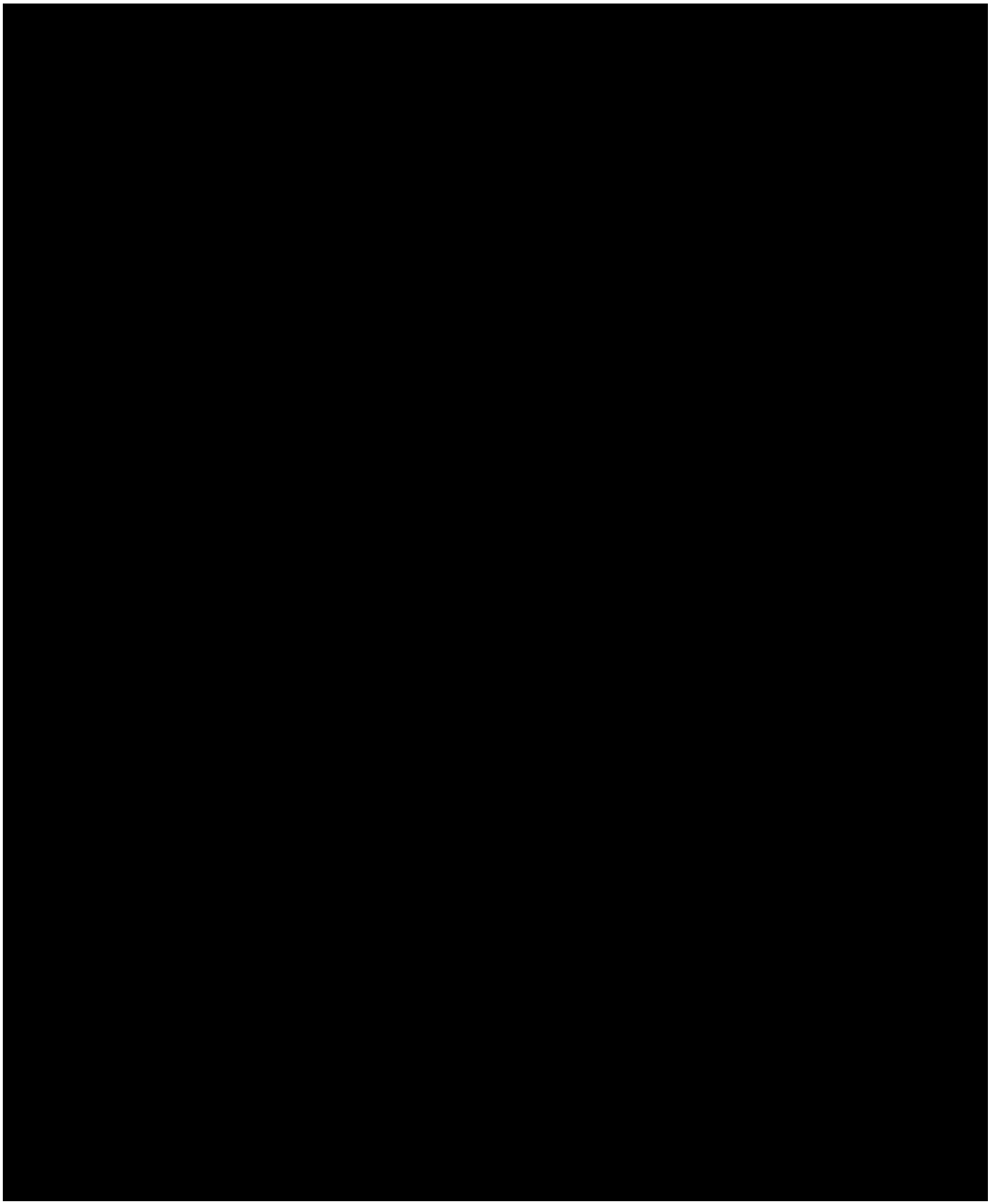
[redacted]











Scott S. Quintero

[redacted]

Experience

[redacted]

Education

Iona College, New Rochelle, N.Y.
Master of Business Administration: Management 1993 - 1996

Baruch College, New York, N.Y.
Bachelor of Business Administration: Finance 1982 - 1987

Computer Skills

Excel, Word, PowerPoint, Quick Books, Fund EZ

Activities

- Served as executive with the Merrill Lynch Hispanic Professional Network representing Hispanics on internal diversity committees
- Served as a lead contact between Merrill Lynch and the Association of Latino Professionals in Finance and Accounting (ALPFA)
- Represented Merrill Lynch at various college and professional career fairs throughout the United States

DISTRICT & SCHOOL LEADERSHIP EXPERIENCE

[redacted]

[redacted]

[redacted]

EDUCATION AND CERTIFICATION

HUNTER COLLEGE, New York, NY. Certificate awarded June 2011. Major in Administration and Supervision.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY. Master of Arts awarded May 2007. Major in Curriculum and Teaching.

SWARTHMORE COLLEGE, Swarthmore, PA. Bachelor of Arts awarded June 2003. Major in Art History, minor in Educational Studies.

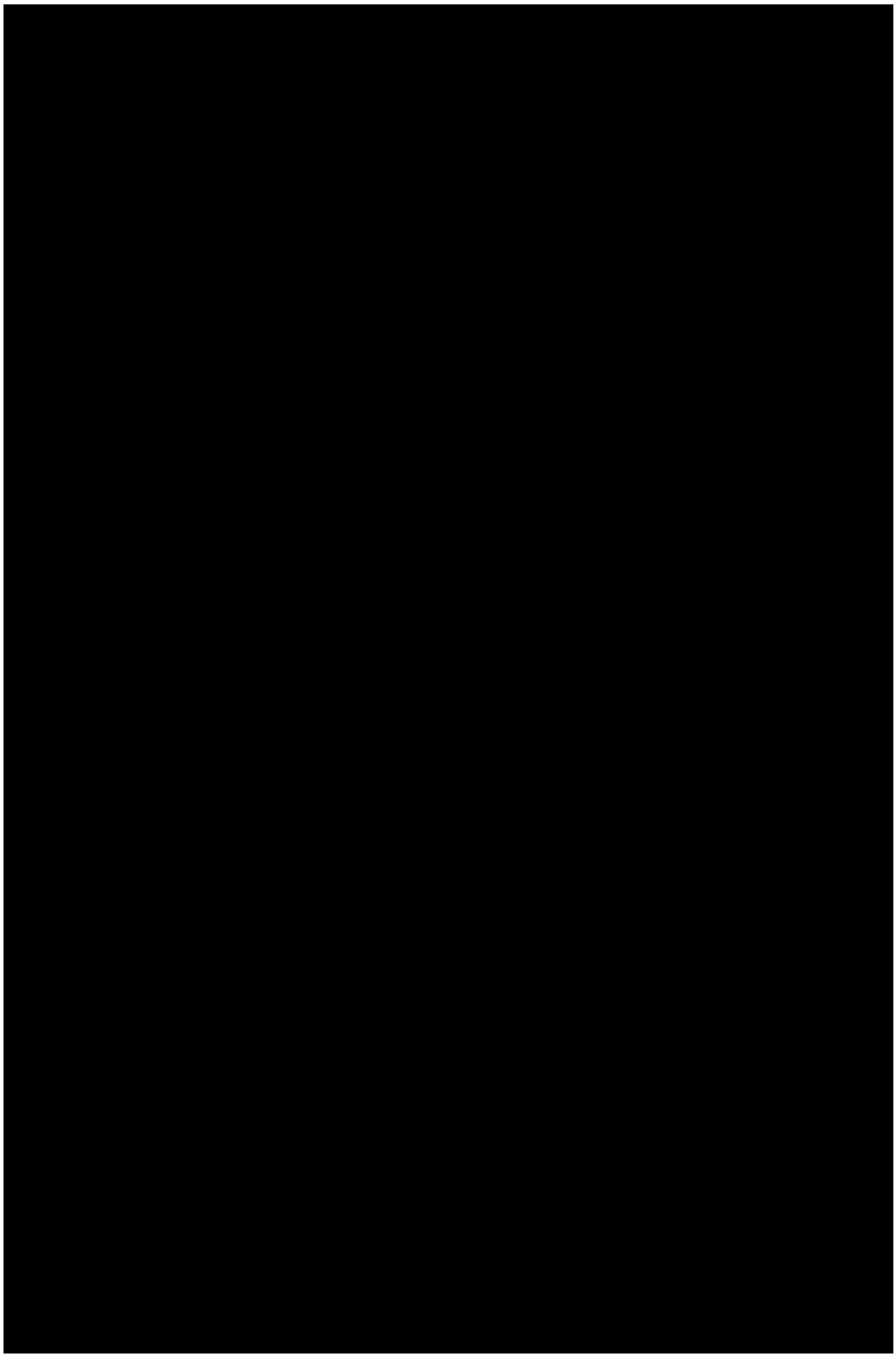
CERTIFICATIONS

- New York State School District Leader, Professional Certification
- New York State Pre-K through 6 Education, Permanent Certification
- Pennsylvania Instructional I Elementary K-6, Certification

Carmen M. Heskey, SHRM-CP

[redacted]

EXPERIENCE



EDUCATION | **Lehman College, Bronx, New York -**2004
18 credits in business administration

Boricua College, Bronx, New York -2011
12 credits in business administration

CERTIFICATIONS | **Society of Human Resources Management Certified Professional**
July 2016

LEADERSHIP | *Served on the Board of Trustees of a church for 7 years addressing all operational matters and departmental needs.*

SKILLS | Bilingual, Spanish. Notary Public. Excellent communication skills.
Have participated in several Professional Development webinar trainings to enhance knowledge and skills.

Response 04a - Description and Analysis of Community Outreach Efforts

FLACS conducted outreach efforts to the community to inform stakeholders and to get feedback from the community about the plan to open the proposed school, FLACS IV.

Strategies to Inform the Community and Solicit Community Input

A flyer was created (see *Response 04d - Evidence of Community Outreach)* advertising that FLACS is applying to open a new school. The flyer was printed in both English and Spanish in order to engage a large portion of the local community. The flyer included an email address to which the community could provide feedback to the education corporation and a link to an online survey. This flyer was distributed at various locations throughout the neighborhood between December 15, 2018 and January 7, 2019. A list of these locations is included in *Response 04d - Evidence of Community Outreach*. A map which shows the location of flyer distribution mapped against the boundaries of CSD 9 is also included in this response. FLACS made an attempt to distribute the flyers throughout of all portions of CSD 9. Several major shopping corridors were included in the distribution of the flyers as well as residential streets. Flyers were also distributed near the seven subway stations and five Metro North stations in CSD 9. Flyers were distributed and posted near the Bronx Terminal Market, technically in CSD 7, as this is a major shopping location for the community

On December 17, 2018, at 6:00 p.m., FLACS hosted a forum to discuss the creation of FLACS IV at 14 West 170th street, the location of FLACS I, which is located in CSD 9. This forum was advertised using social media, the FLACS website, and with flyers and signs posted in the community. *Response 04d - Evidence of Community Outreach* includes the social media posts that advertise the meeting, a copy of the flyer distributed in the neighborhood to advertise the forum, and sign-in sheets from this meeting.

FLACS paid to advertise the opening of the school and ways that the community could contact FLACS with comments on Channel 12 Bronx, a local television channel. The advertisement ran both on air and in print on Channel 12's website. They also paid to advertise the opening of the school in El Diario, a Spanish-language newspaper; this information was posted on-line and in the print paper. Evidence of this is provided in *Response 04d - Evidence of Community Outreach.*

FLACS used social media and its own website as another means to notify the community of the new school and solicit feedback for the proposal. This included posting on Instagram, Facebook and Twitter. Table 4-1 lists the dates of these posts. A statement about the network's intent to apply for a new charter was placed on the network's website www.flacsnyc.com and also appeared as a pop-up alert on selected dates. Screenshots of a sampling of these posts appear in *Response 04d - Evidence of Community Outreach.* In addition to social media, an email blast was sent out to anyone on the FLACS distribution lists. These lists include parents, community members, organizations with similar interests, funders, political figures, and other parties. The content of these emails is included in *Response 04d - Evidence of Community Outreach.*

Table 4-1: Dates, Times, and Locations of Social Media and Internet Posts	
Format	**Dates**
Facebook Post	11/30/2018, 12/12/2018, 12/19/2018, 1/3/2019
Instagram Post	12/1/2018, 12/11/2018 and 1/5/2019
Twitter Post	12/4/2018, 12/13/2018, 12/28/2018, 1/7/2018
Email Blasts	12/11/2018, 1/4/2019
Website Pop-Ups	12/3/2018, 12/14/2018, 12/15/2018, 12/16/2018, 12/29/2018, 12/30/2018, 1/5/2019, 1/6/2019

All of the electronic communications (web, social media, and email) and the flyers that were distributed included a link to an electronic survey, in English and Spanish, and a link to an email address [redacted] This survey is also included in *Response 04d - Evidence of Community Outreach.* The email address was also listed on the flyers and paper copies of the survey that were distributed at the forum event.

FLACS also reached out to the district office for CSD 9. On December 14, 2018, founding member and FLACS CEO, Marilyn Calo, met with Deputy Superintendent, Dr. Kristy De La Cruz to discuss the intent to open a new school in CSD 9 and to discuss how FLACS and CSD can continue to build a partnership in the future. A summary of this conversation is included in a follow up email from Marilyn Calo to Dr. De La Cruz, which is included in *Response 04d - Evidence of Community Outreach.*

Feedback Received from Community Stakeholders

Feedback from the community was primarily gathered through responses to the survey, email feedback to the school, and the forum held on December 17.

There were 61 responses to the survey by January 7, 2018. Of these 55 respondents had school-aged children and 37 identified as living in the South Bronx. The feedback@flacsnyc.com email address received two responses, although one of these was blank. Copies of the survey responses and emails is included in *Response 04d - Evidence of Community Outreach.* A summary of these responses appear below [*translations are provided for responses in Spanish*] and have been grouped based on general category. In some cases, a comment was broken into two areas as it touched on multiple areas.

Table 4-2: Summary of the Feedback from Community Stakeholders	
Category	**Direct Comments from the Surveys and Emails in Response to the Question: "What would you like to see in a new public school in your community?"**
Teacher Quality, Passion, Enthusiasm and Dedication	● "Dedicated employees that cares about students learning their success" ● "Teacher enthusiasm." ● "I would love to see passionate teachers that give their all and have great communication with parents and more technology." ● "Id [sic] like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well environment for all children to learn happily."

	● "Effective teachers"
Student and Parent Relationships	● "Nice teachers there's more school like flacs" ● "More activities and workshops for parents." ● "Good environment [sic]" ● "Más programad después de escuela [*More afterschool programs]"* ● "Community events"
Safety	● "Safety for the kids is the number one and high standard education" ● "Behaved kids (EX: tested to get in)" ● "A safety [sic] environment where kids come ready to learn and are exposed to higher order thinking." ● "Hi education quality, more discipline." ● "Clean and safe learning environment with afterschool programs available at no cost or income based.
Health and Wellness	● "Nice and healthy lunch" ● "Id [sic] like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well environment [sic] for all children to learn happily." ● "Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea! [*Continue to prepare children in their health in their way of eating to create workshops in which parents learn the importance of eating a little healthier after school programs as well as art and help with their homework!]"*
Academics	● "Improving academic standards." ● "Group advance classes (tested for the class)" ● "I would like to continue to see the tradition of two teachers in each class, strong consistent curriculum, and beautiful aesthetics to everyone feel at home and proud of their school." ● "To have Great education, art, Music, Science lab, sports and lunch room" ● "A safety [sic] environment where kids come ready to learn and are exposed to higher order thinking." ● "A school that teaches its students to learn through many different vessels besides books." ● "Buena educación para prepara para los universida [Good education to prepare for university/college]" ● "Focus on academics and social skills." ● "Rigorous curriculum" ● "State of the art technology" ● "Más programa educativo [More educational programs]" ● "Hi education quality, more discipline."
Building/ Physical Space	● "A bright and lively building" ● "Más salones más grandes para los niños y con mejor aire acondicionado y calefacción y más talleres para los niños de deporte y música *[More large rooms for children with better air conditioning and heating and more workshops for children in sports and music]"* ● "I want the school doors open for the students when is raining it's really bad

	when the kids are standing outside in the raining while the doors closed" ● "Smaller schools" ● "Clean and safe learning environment with afterschool programs available at no cost or income based.
After-school/ Extracurricular Activities	● "Music and arts programs" ● "More musical programs" ● "Curriculum that includes the arts" ● "Language classes" ● "Mas actividad *[More activities]"* ● "more activities for the children" ● "Más programas [*More programs*]" ● "FREE! after school programs, swimming classes, instrumental/orchestral performance programs, gymnastic, home economic class and bussing (transportation)." ● "After school curriculums" ● "More free programs to keep the children out the streets." ● "Good after school programs" ● "After school clubs and programs would be an added bonus, like sports or newspaper, etc." ● "Más programas que le ofrezcan a los niños después de la escuela. [*More programs offered to children after school.]"* ● "After school programs" ● "After school programs, arts class, music class, enrichment programs" ● "More clubs and activities" ● "Afterschool" ● "Sports/The Arts Afterschool" ● "More sport program, like baseball, basketball[sic]" ● "Más programas para los niños. [*More programs for the children*]" ● "FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports)." ● "More specialty classes, trips and free after school programs and swimming classes" ● "Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea! [*Continue to prepare children in their health in their way of eating to create workshops in which parents learn the importance of eating a little healthier after school programs as well as art and help with their homework!]"* ● "Clean and safe learning environment with afterschool programs available at no cost or income based.
High School Opening	● "I would like to see a FLACS high school open up."
General Statements of Support	● "Yes" ● "Yes" ● "Yes." ● "Yes"

	● "Sí..y con Dios mediante la tendremos [*Yes ... and with God we will have it*]" ● "Yes. I'm interested!" ● "I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community" ● "Si *[yes]"* ● "FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports)." ● "More"

Generally speaking, parent comments fell into the following areas:

- *Teacher Quality, Passion, Enthusiasm and Dedication* - There was a desire for teachers who are highly skilled, passionate, enthusiastic and dedicated.
- *Student and Parent Relationships* - Responses mentioned wanting teachers and a school that care about students, treat them kindly and with respect, and involve parents.
- *Safety* - Several responses mentioned wanting a safe school environment with few discipline issues.
- *Health and Wellness* - Several responses mentioned nutritious and healthy school lunches.
- *Academics* - Several responses made mention of rigorous academics, including the use of technology.
- *Building/Physical Space* - Responses spoke to wanting an attractive school, with working systems and enough space to house students comfortably.
- *After-school/Extracurricular activities* - Many respondents mentioned wanting after-school programs for students and/or incorporating music and art into the academic program.
- *High School Opening* - One response made mention of wanting to open a high school program. (An additional community member wrote this down on the signature sheet that was distributed in support of the school, which is provided in *Response 04e - Evidence of Community Support*.)
- *General Statements of Support* - Some responses were general statements of support for the school.

The notes from the forum on December 17, 2018, from 6:00pm to 7:00pm are included in *Response 04d - Evidence of Community Outreach*. At this meeting, the following questions were brought up by participants:

- "What kind of curriculum does FLACS use?"
- "What is the school schedule since the hours say 8am to 3:30pm?"
- "Since you mentioned the Middle school is moving to the new building and that FLACS IV will begin in the Middle School building, does that mean that the school here will close?"

These questions echoed similar desires for the school that were discovered in the survey results, namely high academic quality and the length and structure of the school day.

Process for Incorporating Community Input and Extent to which Input is Incorporated in the Proposal

All of the feedback that was received by the community was compiled and discussed by the founding team. The team evaluated the suggestions as to whether they were feasible, aligned with the overall mission, already incorporated in the proposal, or should be incorporated in the proposal. The input was incorporated in the following ways:

Teacher Quality, Passion, Enthusiasm and Dedication: Several responses mentioned a desire for teachers who are highly skilled, passionate, enthusiastic and dedicated to their jobs. The FLACS founding team agrees that this is important in the selection and development of teachers. Language was added to the job descriptions for teaching staff that were submitted in this application (and which will be used in the greater organization) that speak to this element. These appear in *Response 12b - Qualifications and Responsibilities.*

Student and Parent Relationships: The community responses mentioned wanting a school that cares about students, treats them kindly and with respect, and involves parents. This is a core FLACS value and is reflected in its key design elements. The founding team felt that this was already incorporated in the proposed culture of the school, which is described in *Response 10a - Culture and Discipline.* Parent involvement is woven throughout the document, from parent participation the board of trustees to the day-to-day functioning of the school. Caring, respectful relationships and parent involvement are key design elements at FLACS: "consistent and caring discipline" and "family involvement and shared responsibility for learning." The founding team did revise the job descriptions for staff to explicitly discuss these elements. These appear in *Response 12b - Qualifications and Responsibilities.*

Safety: Several responses mentioned wanting a safe school environment with few discipline issues. Having a safe school environment and strong discipline system is already one of the FLACS key design elements ("consistent and caring discipline"). One response made mention of screening students for behavioral concerns; this would neither be permissible under the law, nor is it aligned with FLACS belief in educating all students. No changes were made to FLACS' existing discipline plans or policies as the team felt they were already well-aligned with the requests made by the community. This is addressed in *Response 10a - Culture and Discipline* and *Response 10b - Discipline Policies*.

Health and Wellness: Several responses mentioned a desire for nutritious and healthy school lunches. FLACS has had a long history of focus on nutrition and had already made provisions to include this in the response on food services. The community response only confirmed that FLACS' emphasis on school lunches is one that is shared by the community.

Academics: Several responses made mention of rigorous academics, including the use of technology. The mission and vision of the school, as well as the key design elements ("a rigorous academic curriculum with a focus on literacy") already speak directly to this and the team did not see any need to modify the responses as they already focused heavily on rigorous instruction. The founding team made sure to indicate the use of technology in the responses on curriculum and instructional practices, as well as the job descriptions for instructional staff. The inclusion of network and school-based technology positions also support this commitment. One response made mention of wanting opportunities for learning that was not just from books. The founding team shares this desire and ensured that throughout the responses on curriculum and instruction that an emphasis was made on multiple ways of

learning content, including but not limited to reading. The choice of curricula that involve hands-on inquiry is clear evidence of an approach that values multiple ways of making meaning.

Building/Physical space: Responses spoke to wanting an attractive school, with working systems and enough space to house students comfortably. The applicant team has addressed this in the responses on facilities. The site in which the school will be housed in years one and two is state of the art with ample space and attractive facilities. The team will work to ensure that the building identified for year three and beyond has all of these same characteristics.

After-school/Extracurricular activities: Many responses mentioned wanting after-school programs for students and incorporating music and art into the academic program. FLACS has already planned to provide "an extended school day and year" as per its key design elements. This includes an extended school day which runs later than that of NYCDOE. This in part addresses the desire for afterschool from the community. FLACS also intends to provide after-school opportunities for students that are discussed in *Response 07b - Sample Student Schedules.* These after-school opportunities include academic intervention and tutoring, test preparation, enrichment programs (in the past FLACS schools have offered things like a violin program and cooking clubs) and athletics programs for middle schoolers. LPAC will also provide an afterschool program, as it does in all FLACS schools. Based on the strong desire for additional after-school options, FLACS IV and the other FLACS schools will look to find partner organizations who can help provide after school services to provide arts and music enrichment after school and seek out philanthropic funding to provide these services. Music and arts will be incorporated for all students as a requirement in the school day. This is discussed in depth in *Response 06a - Educational Program* and *Response 07b - Sample Student Schedules.*

High School Opening: Some community members that wanted to provide high school options for students rather than or in addition to additional elementary and middle school options. New York City has many quality high school options which are available to all students regardless of where they live in the city. Since its inception, the focus of the organization has been in provide quality K-8 options for students in the South Bronx so that they have access to these high quality programs in high school and beyond. FLACS IV will continue this goal of expanding access to high quality high school options for all of the students it enrolls after they graduate. This is an explicit key design element at FLACS: "A focus on preparation for high school and beyond." As a result of this feedback, the founding team decided to include as part of this application its plans for high school articulation. These appear in *Response 23a - Supplemental Narrative.*

Response 04b - Description and Analysis of Community Support

Analysis of Community Support

FLACS created a petition in support of the school. It received 623 signatures in support of the school; the majority of individuals who signed live in the South Bronx and/or have school aged children. Copies of the petition appear in *Response 04e - Evidence of Community Support.* Some of the responses to survey administered through the outreach also referenced support of the school. These responses are listed in *Response 04a - Description and Analysis of Community Outreach.*

FLACS also received many letters of support for the school. These came from the following sources:

- Letters or emails of support from the following community stakeholders:
- Ruben Diaz, Jr., Bronx Borough President
- Hon. Marcos A. Crespo, Member of the State Assembly, 85th District
- Michael Blake, Member of the State Assembly, 79th District
- Vanessa Gibson, City Council Member, 16th District Bronx
- Rev. Dr. George J. Abosi, Pastor, International Baptist Worship Center
- Bourena Niambele, Imam NYPD Borough Clergy
- Rev. Cora Taitt, Pastor, Highbridge Community Church
- Demetris Giannoulies, CEO Spring Bank and local businessman
- Carlos P. Naudon, President and CEO of Ponce Bank and local businessman
- Pedro Alvarez, President of P. Alvarez & Associates Corp., board member and local businessman

The letters come from government leaders, religious leaders and business leaders in South Bronx. These letters of support highlighted support for the existing FLACS schools and support for the new school. In particular, these letters highlighted the community-grown history of the organization, expressing admiration that the community has always been involved in the creation and management of the schools. The letters also highlighted the schools' focus on nutrition and wellness, especially as it relates to the needs of children and the overall community in the South Bronx, which has less positive health outcomes compared to other areas in New York State. Finally, these responses highlighted FLACS' history of closing the achievement gap for students in the South Bronx and expressed a desire for this work to be expanded to an additional school.

Analysis of the Opposition to the School

During the various surveys and forums the team encountered no active opposition to the application for the new school.

Response 04c - Description and Analysis of Student Demand

Student Waitlist

One of the reasons driving the genesis for this proposal is the long waitlists at each existing FLACS school. Each year, FLACS schools receive far more applicants than available seats in all grade levels. In the last lottery, FLACS had 4,510 applicants for spots at all schools. The breakdown of the applicants is listed in Table 4-3.

Table 4-3: Total Applicants at the Spring 2019 Lottery				
	FLACS I	**FLACS II**	**FLACS III**	**Total**
Grade K	912	638	474	2,024
Grade 1	238	176	98	512
Grade 2	211	159	76	446
Grade 3	247	180	109	536
Grade 4	215	160	87	462
Grade 5	181	148	-	329
Grade 6	-	126	-	126
Grade 7	-	47	-	47
Grade 8	-	28	-	28
Total	2,004	1,662	844	4,510

Although there were 4,510 applicants in grades kindergarten through eighth grade, only 130 kindergarten spots were available at the lottery. It should be noted that there were no spots available, and therefore no spots offered, in grades one through eight on the day of the lottery, although small number opened up over the summer and some students were accepted off the waitlist in this grade levels when some students left the school at the end of the the 2017-2018 school year. Because students were accepted in kindergarten, a more thorough analysis of the number of applicants needed to fill seats is presented below. Table 4-4 summarizes the available seats, number of applicants, and remaining waitlist after October 3, 2018 (BEDS Day) for the kindergarten cohort, where FLACS currently takes most of its students.

Table 4-4: Kindergarten Applicants at FLACS Schools Spring 2018 Lottery								
FLACS I			**FLACS II**			**FLACS III**		
Total Applicants	Total Spots Available	Last Waitlist Number Called by 10/3/18	Total Applicants	Number of Offered Spots	Last Waitlist Number Called 10/3/18	Total Applicants	Number of Offered Spots	Last Waitlist Number Called 10/3/18
912	26	53	638	52	39	474	52	41

At FLACS I, there were 26 available spots. In order to fill these spots, FLACS I contacted 79 students, approximately 3 students for every spot. There were still 833 student applicants who were not yet offered a spot off of the waitlist by October 3, 2018. At FLACS II, there were 52 available spots. In order to fill these spots, FLACS II contacted 91 students, approximately 2 students for every spot. There were still 547 student applicants who were not offered a spot by October 3, 2018. At FLACS III, there were 52 available spots. In order to fill these spots, FLACS III contacted 93 students. There were still 381 student applicants who were not offered a spot by October 3, 2018. Even assuming that some students applied for all three FLACS schools, there number of students left on the waitlist and the number of students that were needed to fill each spot demonstrate that there is still ample demand for spots at a FLACS school.

In its first year, FLACS IV will also take in grade one students. There were 512 applicants across the FLACS schools for first grade last year, despite the lack of seats available in these grade levels. Likewise, FLACS IV will take sixth grade students in year three. FLACS had 126 applicants despite historically not having available spots in this grade level and without doing recruitment for students who are transitioning from elementary to middle school; currently the recruitment effort focuses on kindergarten, as this is where the vast majority of students are accepted. FLACS is confident that it would fill all proposed spots at FLACS IV.

Information from Petitions

FLACS received 623 signatures on the petitions. The vast majority of those who signed the petition indicated that they had school age children.

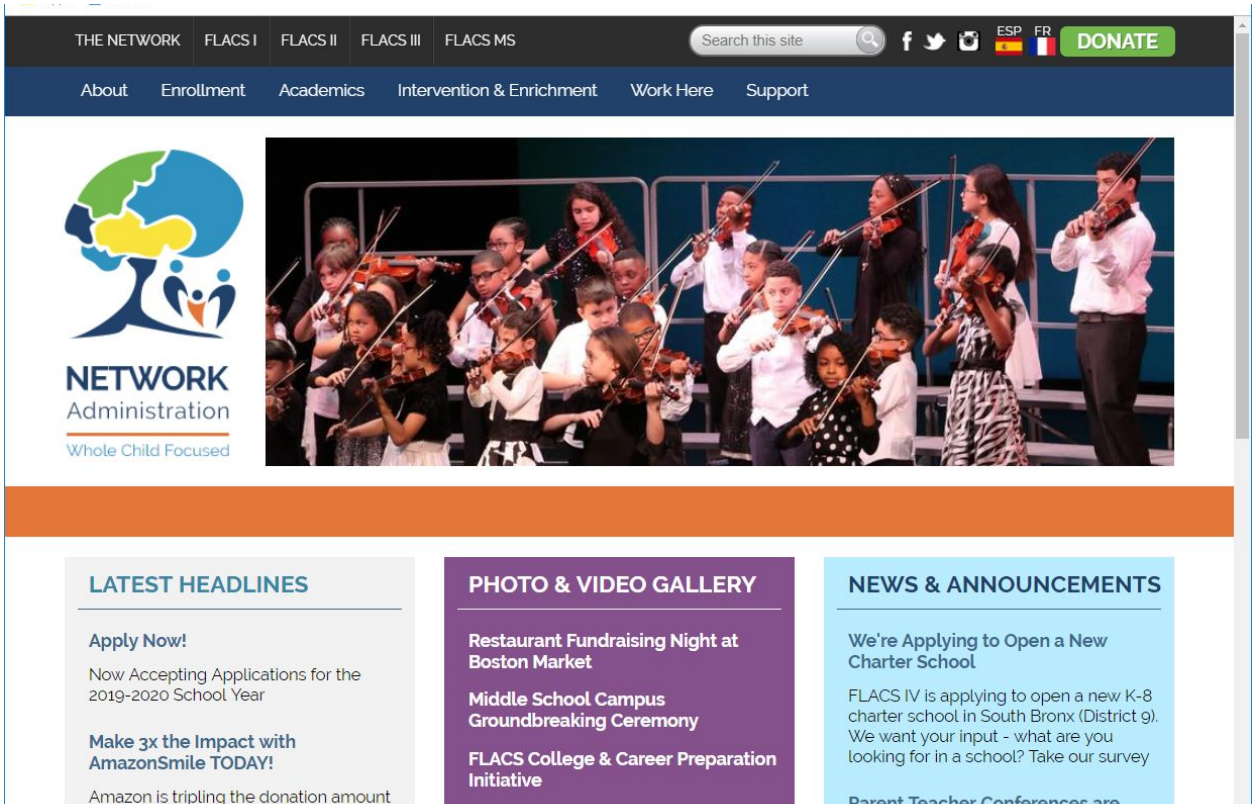
Response 04d - Evidence of Community Outreach

The following information is included here as evidence of community outreach:

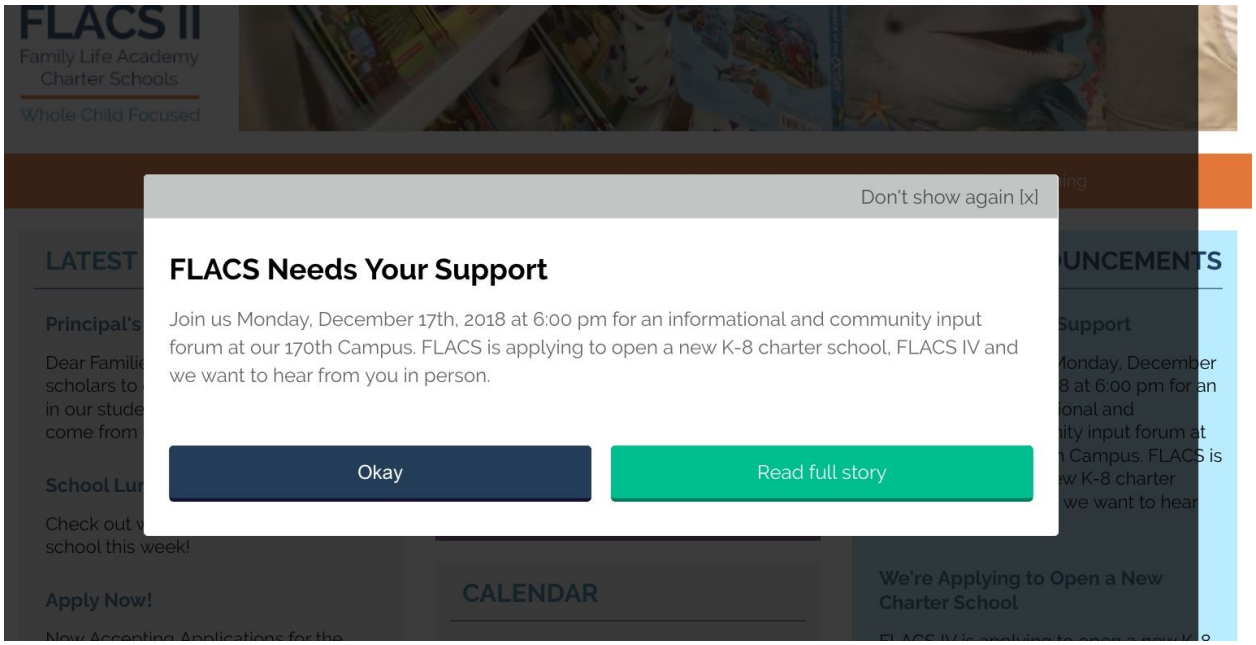
- Screenshots from FLACS website and dates posted
- Screenshots of the social media posts (instagram/facebook/twitter) that were used to advertise the school and solicit feedback
- Evidence of advertisement of the school and a call for feedback on News 12 Bronx
- Copies of the emails sent out via FLACS distribution lists.
- Advertisements for and materials from a forum to discuss FLACS IV on December 17, 2018
    - Social media posts
    - Flyers/posters
    - Sign-In sheet from the meeting
    - The notes from this meeting
- A flyer that was distributed in the community
    - Includes a list of locations where the flyer was distributed
    - Includes a map showing where the flyer was distributed
- Copy of the blank survey that was created to solicit feedback
- Evidence from a meeting with Deputy Superintendent Dr. De La Cruz
- Copies of the responses to the electronic/paper survey and copies of messages to the [redacted]

Use of the FLACS Website

Screenshot on the FLACS website advertising the school.



A pop-up message that appeared on the flacsnyc.com website at various times during December and January.



Sample Twitter Posts that Advertise the School and Request Input (December 4, 13 and 19)

FLACSNYC @FLACSNYC · Dec 4

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: bit.ly/feedback-FLACS... or email us at [redacted]

Thank you!

1 1 2

FLACSNYC @FLACSNYC · Dec 13

Reminder: We want your input!
FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) in 2020-2021 and we want your feedback!

What are you looking for in a school? Take our survey here: bit.ly/feedback-FLACS... or email us at [redacted]

Family Life Academy Charter Schools
December 19 at 11:01 AM ·

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: http://bit.ly/feedback-FLACSIV or email us at [redacted]

Thank you!

4 1 Comment

Like Comment Share

Sample Facebook Posts Advertising the School and Requesting Input (November 30, December 12 and 19)

Family Life Academy Charter Schools
November 30 at 10:16 PM ·

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: http://bit.ly/feedback-FLACSIV or email us at [redacted]

Thank you!

Family Life Academy Charter Schools
December 12 at 12:30 PM ·

Reminder: We want your input!

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your feedback!

What are you looking for in a school? Take our survey here: http://bit.ly/feedback-FLACSIV or email us at [redacted]

Thank you!

Family Life Academy Charter Schools
December 19 at 11:01 AM ·

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: http://bit.ly/feedback-FLACSIV or email us at [redacted]

Thank you!

4 1 Comment

Like Comment Share

Sample Instagram Posts that Advertise the School and Request Input (Pinned description and Posts on December 1 and 10)

Instagram Search Log In Sign Up

flacsnyc Follow

32 posts 143 followers 115 following

FLACS
Family Life Academy Charter Schools-Network of community grown charter schools in the South Bronx.
What do you look for in a school? Take our survey
bit.ly/feedback-FLACSIV

flacsnyc • Follow

flacsnyc FLACS IV is applying to open a new K-8 charter school in South Bronx (District 9). We want your input - what are you looking for in a school? Take our survey (link in bio) or email us at [redacted]

5 likes
DECEMBER 1

Log in to like or comment.

flacsnyc • Follow

flacsnyc Reminder: We want your input! FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your feedback!

———————————————-

What are you looking for in a school? Take our survey (link in bio) or email us at [redacted]

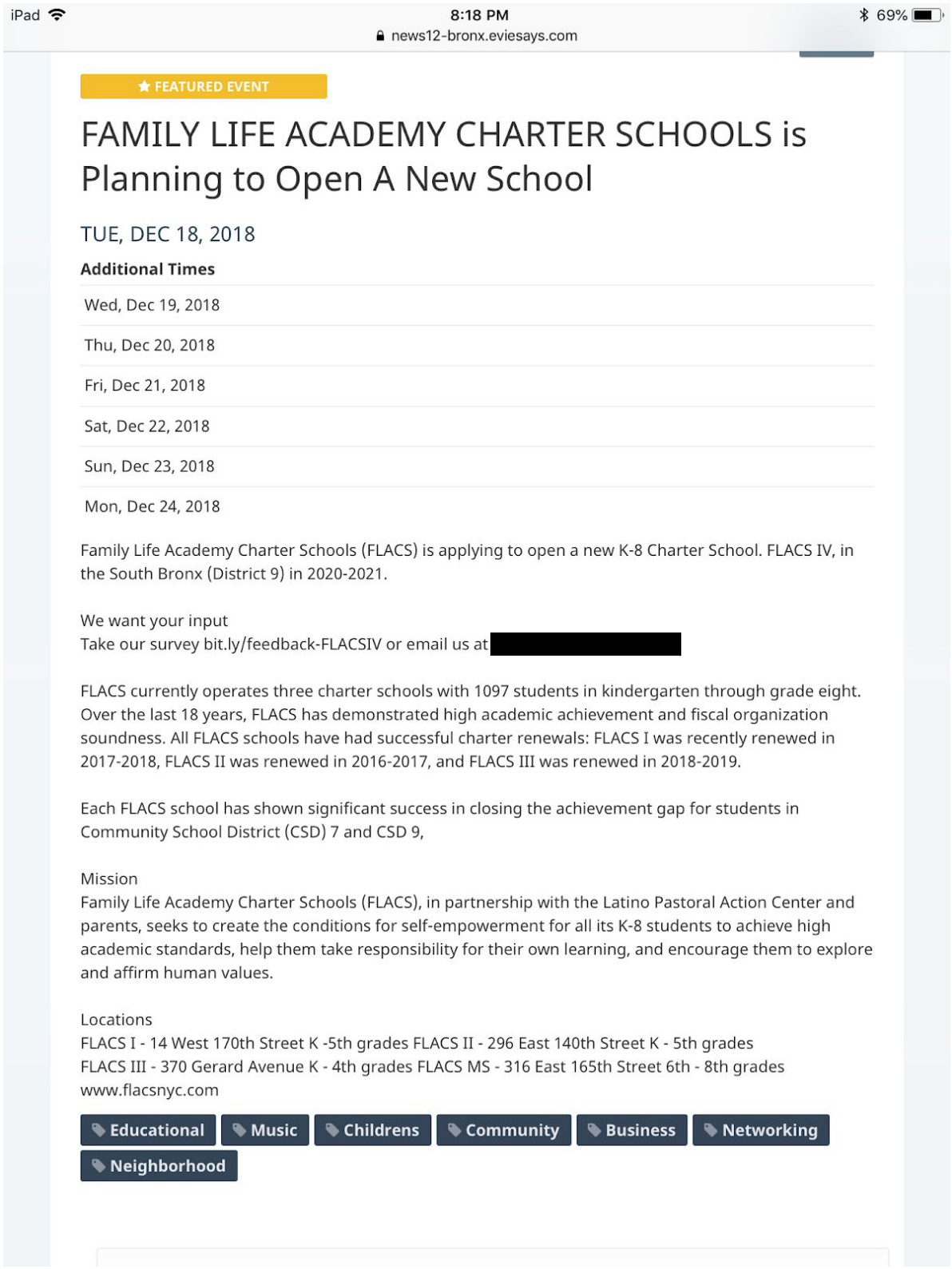
Thank you!

4 likes

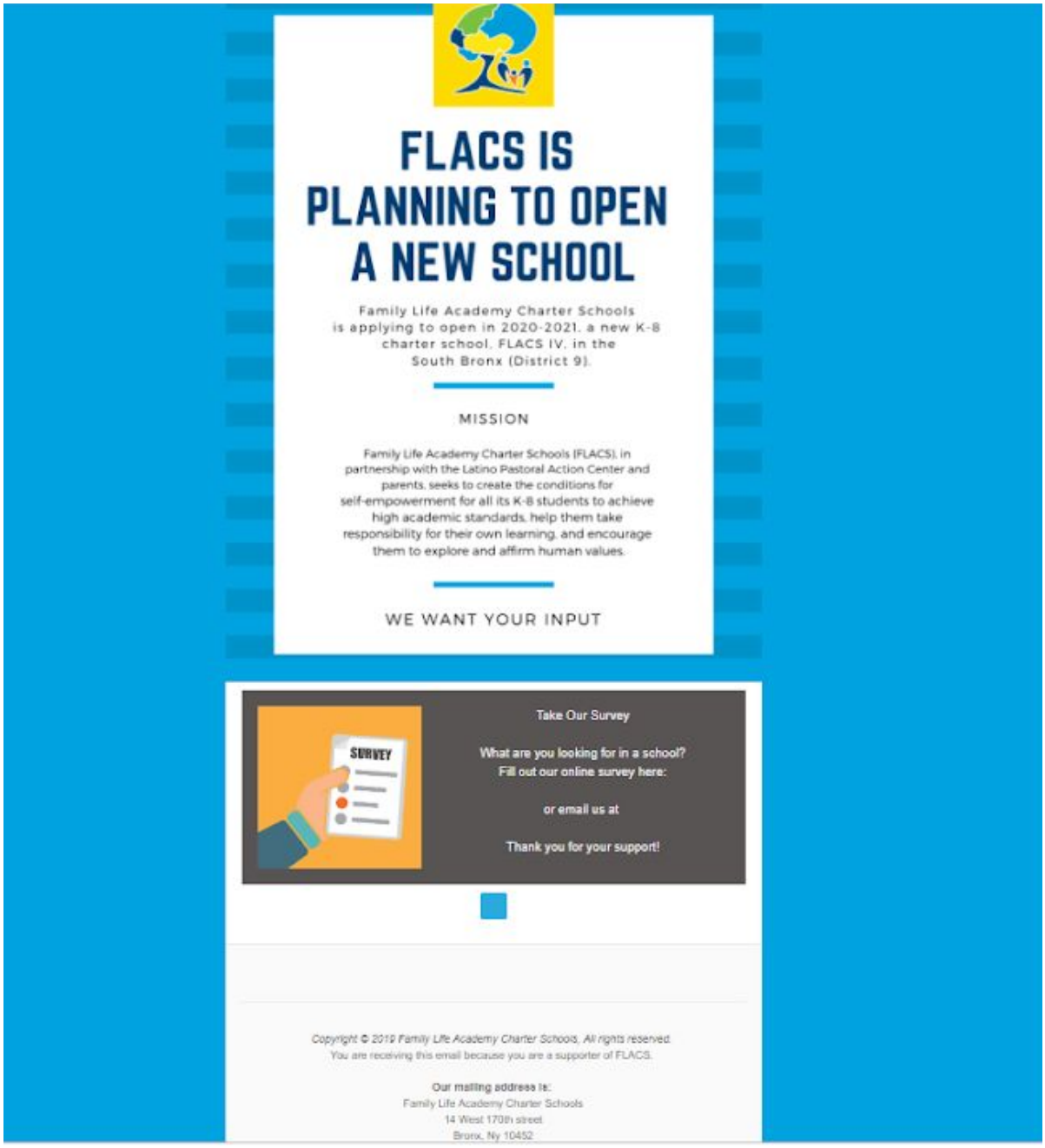
DECEMBER 10, 2018

Log in to like or comment.

Evidence of advertisement of school and call for feedback on Bronx Channel 12



Example email sent through the FLACS distribution list



Copy of the flyer distributed through the community

FLACS IS PLANNING TO OPEN A NEW SCHOOL

Family Life Academy Charter Schools is applying to open a new K-8 charter school, FLACS IV, in the South Bronx (District 9) in 2020-2021.

MISSION

Family Life Academy Charter Schools (FLACS), in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

WE WANT YOUR INPUT

Take our survey bit.ly/feedback-FLACSIV or email us at [redacted]

WWW.FLACSNYC.COM

FLACS ESTA PLANEANDO ABRIR UN NUEVA ESCUELA

Family Life Academy Charter Schools está aplicando para abrir una nueva escuela chárter de K-8 grado, FLACS IV, en el Sur del Bronx (Distrito 9) en el año 2020-2021.

MISIÓN

Family Life Academy Charter Schools (FLACS), en asociación con Latino Pastoral Action Center y con los padres, trabaja con el objetivo de crear las condiciones para que todos sus estudiantes de K-8 puedan conseguir altos estándares académicos, para ayudarles a tomar responsabilidad por su propio aprendizaje, y para estimularlos en la exploración y afirmación de los valores humanos.

POR FAVOR DE DAR SU OPINIÓN

Toma nuestra encuesta: bit.ly/feedback-FLACSIV o envíenos un correo electrónico a [redacted]

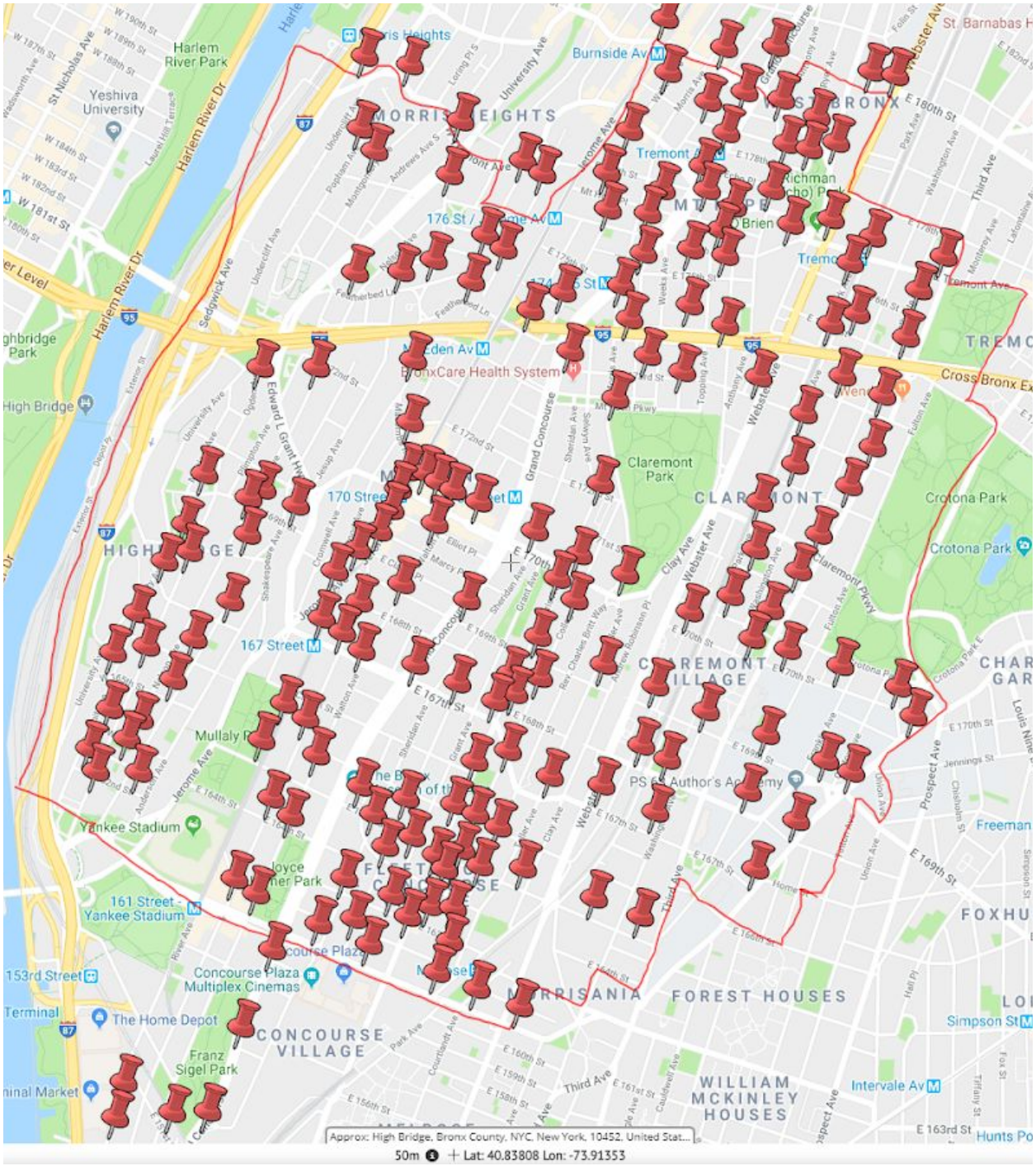
WWW.FLACSNYC.COM

Locations in which this flyer distributed through the community

Locations of Flyer Distribution
151st Street between River Avenue and Grand Concourse
East 161st Street between Washington Avenue and Grand Concourse
West 162nd Street between Anderson and Summit Avenues
East 162nd Street between Park and Sherman Avenues
West 163rd Street between Woodycrest and Ogden Avenues
East 163rd Street between Sheridan and Park Avenues
West 164th Street between Anderson and Summit Avenues
East 164th Street between Teller and Sheridan Avenues
West 165th Street between University and Anderson Avenues
East 165th Street between Grand Concourse and Third Avenue
West 166th Street between University and Anderson Avenues
West 167th Street between University and Anderson Avenues
East 167th St between Grand Concourse and Boston Road
West 168th Street between West 167th Street and Shakespeare Avenue
East 168th Street between Morris and Clay Avenues; and between Webster Avenue and Boston
West 169th Street between University Avenue and Edward L. Grant Highway
East 169th Street between Grand Concourse and Clay Avenue; and between Webster Avenue and Boston Road
East 170th St between Jerome and Clay Avenues; and between Webster and Crotona Avenues
St. Paul's Street between Webster and 3rd Avenues
East 171th Street between Webster and 3rd Avenues
Claremont Pkwy between Webster and 3rd Avenues
East 172th Street between Webster and 3rd Avenues
East 173rd Street between Grand Concourse and Webster 3rd Avenue
Featherbed Lane between University and Walton Avenues
East 174th Street between Webster and 3rd Avenues
Cross Bronx Expwy between Morris and Clay Avenues; and between Webster and 3rd Avenues
East 175th Street between Grand Concourse and Anthony Avenue; and between Webster and 3rd Avenues
East 176th Street between Jerome Avenue and Carter Avenue; and between Webster and 3rd Avenues
Mount Hope Place between Jerome Avenue and Anthony Avenue
West Tremont Avenue between Sedgwick and Grand Avenues
East Tremont Avenue between Grand Concourse and 3rd Avenue
East 178th st between Grand Concourse and Ryer Avenue

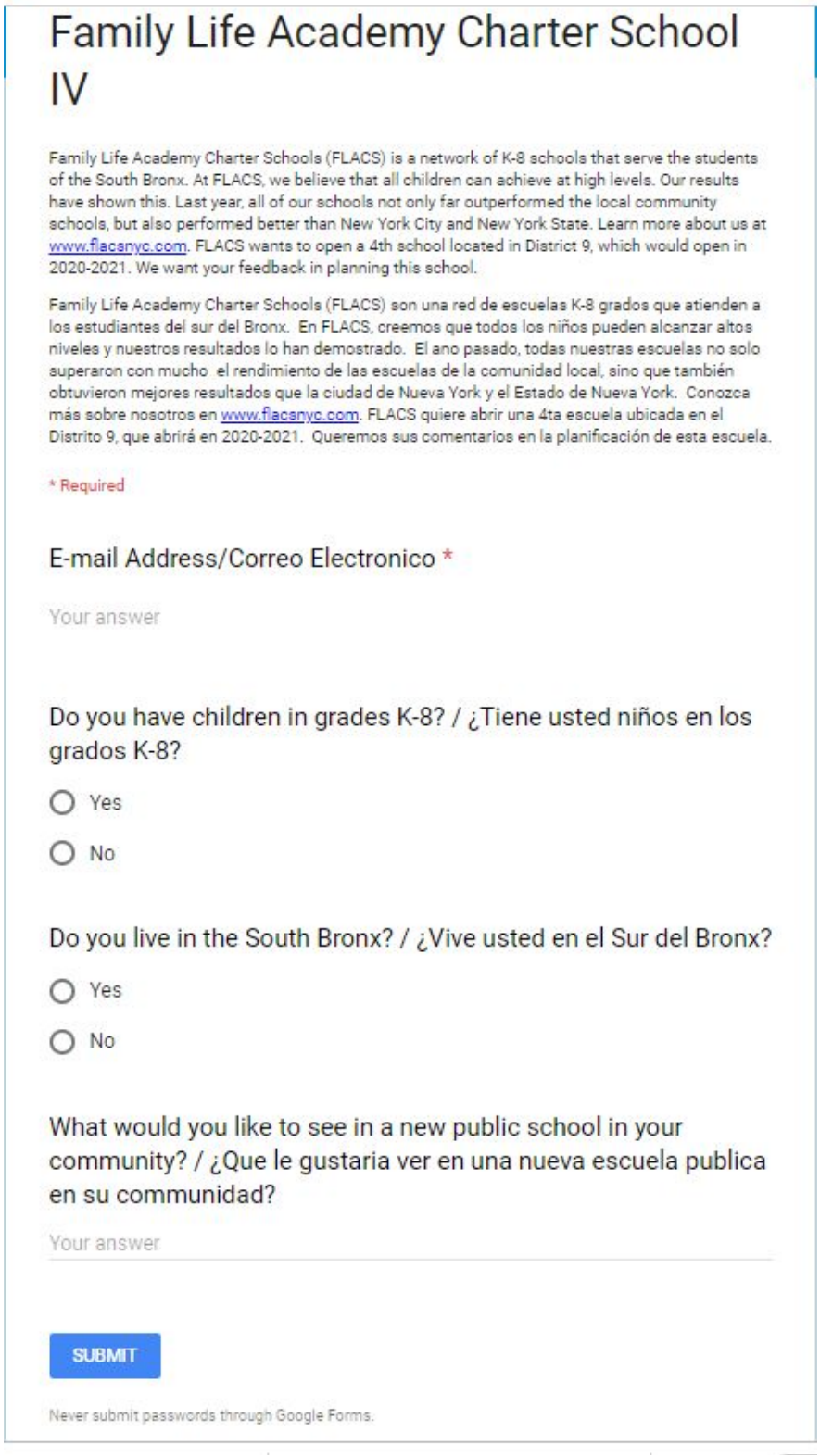
East 179th Street between Jerome Avenue and Grand Concourse
Burnside Avenue between Jerome Avenue and Valentine Avenue
East 180th Street between Webster and Tiebout Avenues
East 181th Street between Tiebout Avenue and Grand Concourse
Popham Avenue between Montgomery Avenue and West 176th Street
Montgomery Avenue between West 174th Street and West Tremont Avenue
Ogden Avenue between Jerome and University Avenues
Nelson Avenue between West 172nd and West 164th Streets
Grand Avenue between West 174th and West Tremont Avenues
Davidson Avenue between West 177th and West 174th Streets
Macombs Road between Jerome and University Avenues
Jerome Avenue between East 170th and East 169th Streets; and between Ogden Avenue and Edward L. Grant Highway
River Avenue between East 169th and East 162nd Street; and between East 150th and East 151st Streets (Bronx Terminal Market)
Gerard Avenue Between Jerome Avenue and East 161st Street
Walton Avenue between East 161st and East Tremont Avenue
Grand Concourse between East 151st and East 161st Streets; and between East 180th Street and East Tremont Avenue
Sheridan Avenue between East 161st and East 166th Streets
Sherman Avenue between East 166th and East 161st Streets
Grant Avenue between East 161st and East 166th Streets
Morris Avenue between East 166th and East 161st Streets; Morris Avenue between Grand Concourse and East 165th Street
College Avenue between East 166th and East 164th Streets College Avenue between East 172nd and East 165th Streets
Findlay Avenue between East 164th and East 166th Streets
Anthony Avenue between East Burnside Avenue and East Tremont Avenue
Monroe Avenue between East Tremont Avenue and Mount Eden Pkwy
Washington Avenue between East 168th Street and Claremont Pkwy
Boston Road between East 167th Street and Crotona Avenue

Locations in which this flyer distributed through the community (the red line shows the boundary of CSD 9)



Sample photos of the pasting of the flyer in the community

Electronic Survey, given through Google Forms
(https://docs.google.com/forms/d/e/1FAIpQLSeISz091NL_0UxWk5ibvGoMMBcBlLcvQLBqTHjo-fbnpmwqkw/viewform)



Family Life Academy Charter School IV

Family Life Academy Charter Schools (FLACS) is a network of K-8 schools that serve the students of the South Bronx. At FLACS, we believe that all children can achieve at high levels. Our results have shown this. Last year, all of our schools not only far outperformed the local community schools, but also performed better than New York City and New York State. Learn more about us at www.flacsnyc.com. FLACS wants to open a 4th school located in District 9, which would open in 2020-2021. We want your feedback in planning this school.

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* Required

E-mail Address/Correo Electronico *

Your answer

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- Yes
- No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- Yes
- No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Your answer

SUBMIT

Never submit passwords through Google Forms.

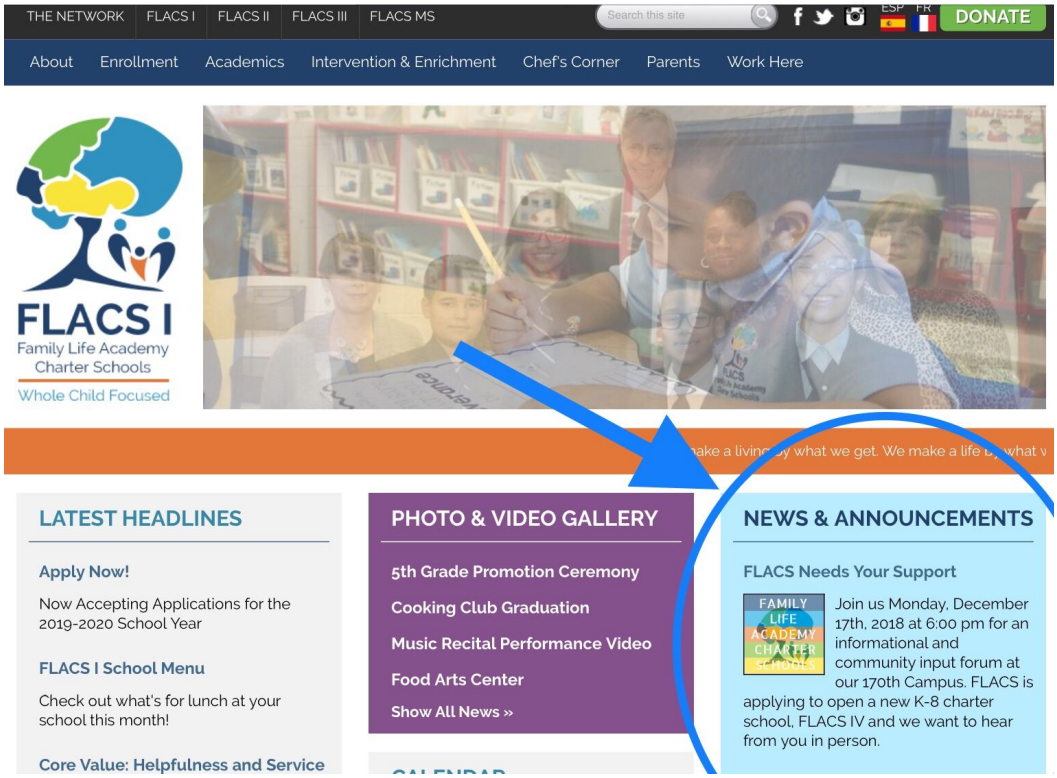
Advertisement for and materials from a forum to discuss FLACS IV on December 17, 2018

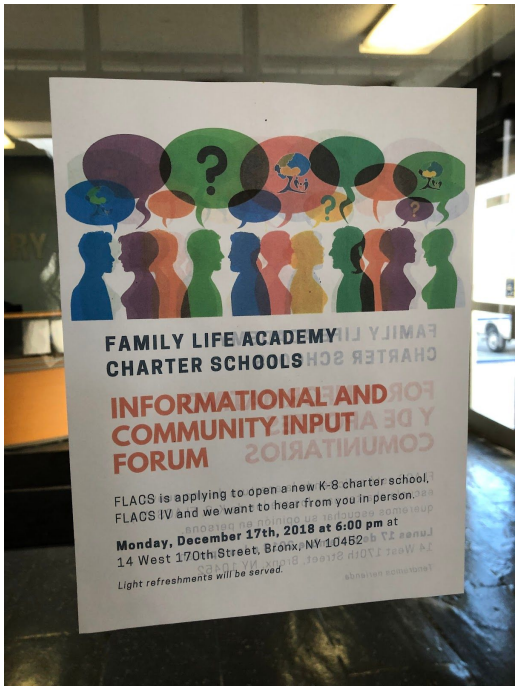
Family Life Academy Charter Schools added an **event**.
December 13 at 9:01 PM ·

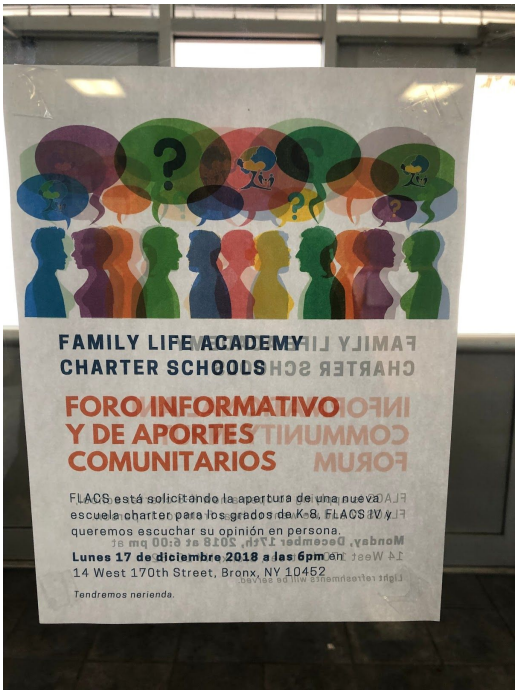
Join us Monday, December 17th, 2018 at 6:00 pm for an informational and community input forum at our 14 West 170th location. FLACS is applying to open a new K-8 charter school, FLACS IV and we want to hear from you in person.

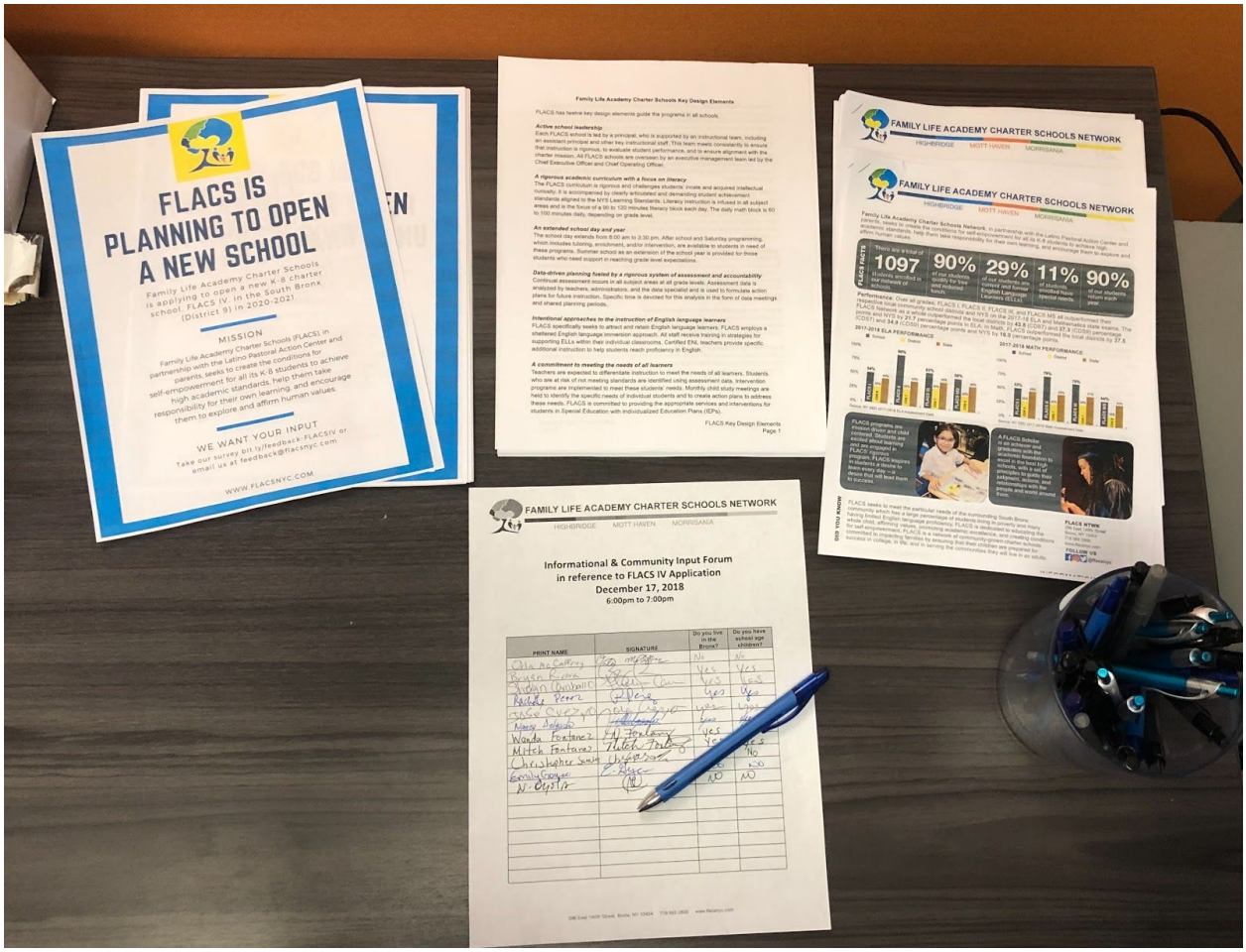
MON, DEC 17 AT 6:00 PM EST
Informational & Community Input Forum
Family Life Academy Charter Schools

Like


THE NETWORK
FLACS I
FLACS II
FLACS III
FLACS MS
Search this site
ESP
FR
DONATE
About
Enrollment
Academics
Intervention & Enrichment
Chef's Corner
Parents
Work Here
FLACS I
Family Life Academy Charter Schools
Whole Child Focused
LATEST HEADLINES
Apply Now!
Now Accepting Applications for the 2019-2020 School Year
FLACS I School Menu
Check out what's for lunch at your school this month!
Core Value: Helpfulness and Service
PHOTO & VIDEO GALLERY
5th Grade Promotion Ceremony
Cooking Club Graduation
Music Recital Performance Video
Food Arts Center
Show All News »
NEWS & ANNOUNCEMENTS
FLACS Needs Your Support
Join us Monday, December 17th, 2018 at 6:00 pm for an informational and community input forum at our 170th Campus. FLACS is applying to open a new K-8 charter school, FLACS IV and we want to hear from you in person.


FAMILY LIFE ACADEMY CHARTER SCHOOLS
INFORMATIONAL AND COMMUNITY INPUT FORUM
FLACS is applying to open a new K-8 charter school, FLACS IV and we want to hear from you in person.
Monday, December 17th, 2018 at 6:00 pm at
14 West 170th Street, Bronx, NY 10452
Light refreshments will be served.


FAMILY LIFE ACADEMY CHARTER SCHOOLS
FORO INFORMATIVO Y DE APORTES COMUNITARIOS
FLACS está solicitando la apertura de una nueva escuela charter para los grados de K-8, FLACS IV y queremos escuchar su opinión en persona.
Lunes 17 de diciembre 2018 a las 6pm en
14 West 170th Street, Bronx, NY 10452
Tendremos merienda.


FLACS IS PLANNING TO OPEN A NEW SCHOOL
Family Life Academy Charter Schools is applying to open a new K-8 charter school, FLACS IV, in the South Bronx (District 9) in 2020-2021
MISSION
WE WANT YOUR INPUT
WWW.FLACSNYC.COM
Family Life Academy Charter School Key Design Elements
FAMILY LIFE ACADEMY CHARTER SCHOOLS NETWORK
HIGHBRIDGE MOTT HAVEN MORRISANIA
Informational & Community Input Forum
in reference to FLACS IV Application
December 17, 2018
6:00pm to 7:00pm
PRINT NAME
SIGNATURE
Do you live in the Bronx?
Do you have school age children?

Minutes from a forum to discuss FLACS IV on December 17, 2018

Informational & Community Input Forum in Reference to FLACS IV Application December 17, 2018 6:00pm to 7:00pm

1. Ms. Calo welcomed all parents/students and guests and thanked them for coming to this forum to hear information about the application we would be submitting for the creation of a fourth FLACS school.. She explained that if our application is approved we would then be able to open our fourth FLACS school by September 2020. She then shared a little of the history of how FLACS I an elementary k-5 school was created, how the school grew to a middle school and then how FLACS replicated and opened two more k - 5 schools over an eighteen year period. She finally shared that now a middle school campus has been created which will house the middle school children entering 6th grade from all three FLACS schools.

2. Ms. Calo discussed the FLACS mission and shared the twelve key design elements and how each element impacts FLACS scholars. She explained that the twelve key design elements are non-negotiables and impressed to the everyone present the fact that when you walk into a FLACS school the twelve design elements are evident as you observe instruction, speak to students, staff and parents and examine the environment.

Ms. Calo then opened the discussion for questions from the audience.

3. What kind of curriculum does FLACS use? asked by Ms. Shalyn Caraballo

    a. Ms. Calo described the curriculum used at the schools in all the following areas: Literacy, Math, Social Studies, Science, the Arts etc. Ms. Calo discussed in depth the different materials used for each subject area. She informed the audience present that FLACS schools support all learners through a rigorous and challenging curriculum of its own design that is closely aligned to the NYS Learning Standards.

    b. FLACS believes in infusing literacy instruction in all subject areas in addition to the 90 to 120 minute literacy block scheduled daily for all grade levels. Writing is central to ensuring that our youngsters excel therefore there is block of time dedicated to writing daily. Math instruction is quite rigorous and based on the Singapore Math approach to learning, it is taught daily during a 60 to 100 minute block, dependent on the grade level. Science and Social Studies are taught three times a week and the curriculum is inquiry and phenomena based.

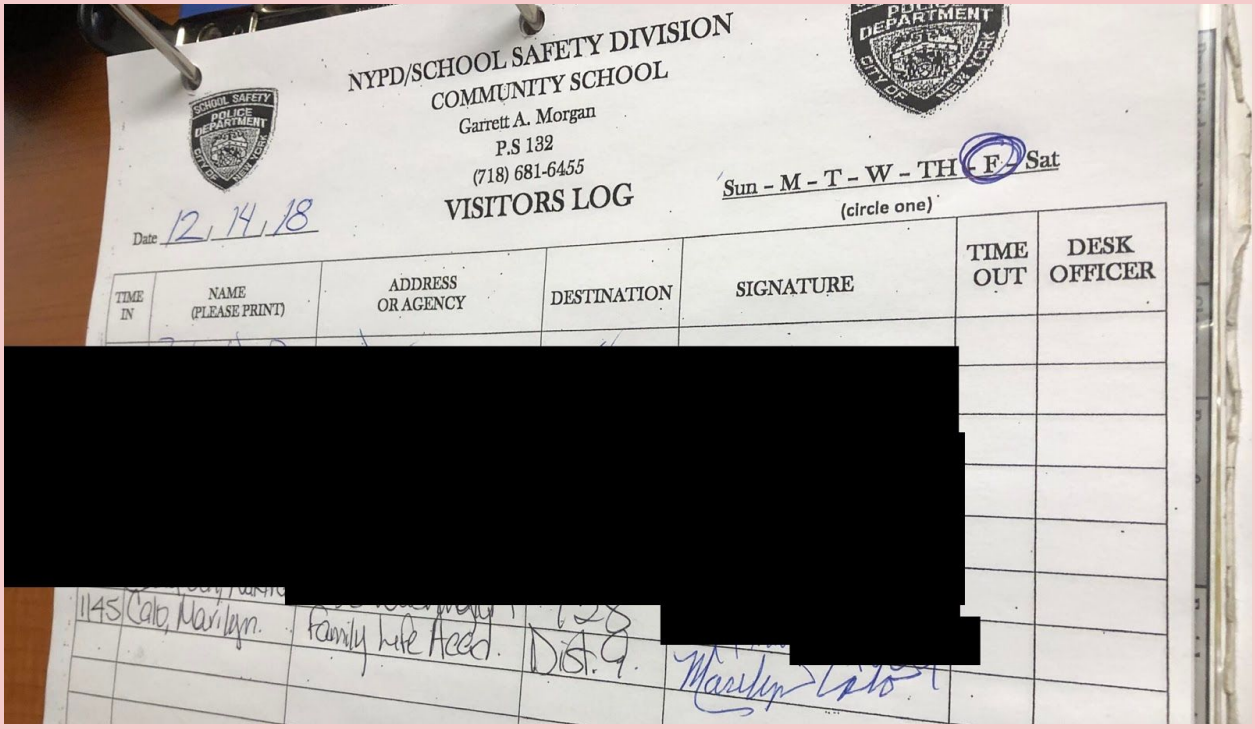
c. FLACS believes in children having a voice therefore all FLACS scholars are taught to share their thoughts on topics being discussed and are expected to ask questions about all matters related to the topics/themes being focused on. This is the reason the curriculum we use encourages small group discussions and working in teams, as well as project-based learning.

4. What is the school schedule since the hours say 8am to 3:30pm? asked by Ms. Wanda Fontanez
    a. Ms. Calo explained how the school breakfast program begins at either 7:15 am or 7:30 am depending on the campus, some schools begin with breakfast in the cafeteria while others have breakfast in the classroom due to space constraints.
    b. All schools meet in an auditorium/Multi-purpose or great room to begin the day with a morning greeting, pledge, and announcements after having breakfast or before going to their rooms for breakfast and then they begin their day. The official start of the school day is 8:00 a.m. and the school ends at 3:30 p.m.
    c. K through 5th grade classes begin with a Literacy block, and continue the day with Math, Social Studies, Science and Specials (PE, Art, Music, Health).
    d. The Middle School, like the elementary schools, begins at 8:00 a.m. and ends at 3;30 pm.

5. Since you mentioned the Middle school is moving to the new building and that FLACS IV will begin in the Middle School building, does that mean that the school here will close? asked by Ms. Shalyn Caraballo and Mitch Fontanez
    a. MS. Calo responded, No, absolutely not! We are growing to a fourth school building; all the existing FLACS schools (FLACS I, FLACS II, FLACS III and FLACS II-MS will continue to exist. The process of opening a new school building takes time and due to the fact that there will be space available in the new FLACS Middle School for about three years before that school is filled to capacity, FLACS IV will be housed in that new MS building until a new facility is secured for FLACS IV. Ms. Calo stated that currently the FLACS Board of Trustees is engaged in securing a new facility.

6. Ms. Calo shared the process of approval for FLACS IV in addition to the timeline prior to opening. She also discussed the application and lottery process.

Evidence of the Meeting with Deputy Superintendent of CSD 9, Dr. De La Cruz on December 14, 2018



NYPD/SCHOOL SAFETY DIVISION
COMMUNITY SCHOOL
Garrett A. Morgan
P.S 132
(718) 681-6455

VISITORS LOG

Sun - M - T - W - TH - F - Sat
(circle one)

Date 12, 14, 18

TIME IN	NAME (PLEASE PRINT)	ADDRESS OR AGENCY	DESTINATION	SIGNATURE	TIME OUT	DESK OFFICER
[redacted]						
1145	Cato, Marilyn.	Family Life Acad.	Dist. 9.	Marilyn Cato		

Fwd: Family Life Academy Charter Schools

1 message

Marilyn Calo <[redacted]> Thu, Jan 3, 2019 at 11:21 AM
To: Renee williemsen goode Emaiil <[redacted]>

FYI

---------- Forwarded message ---------
From: **Marilyn Calo** <[redacted]>
Date: Fri, Dec 21, 2018 at 4:33 PM
Subject: Family Life Academy Charter Schools
To: <[redacted]>

Good Afternoon Dr. De La Cruz,

I am writing to thank you for meeting with me on Friday, December 14, 2018. I am well aware of the many daily demands made of you, as the Deputy Superintendent of District 9, so I am most appreciative of the time you set aside for our conversation.

The purpose of my coming to your office on Friday was multifold. The first item on my agenda was to share FLACS' overall plan for growth and that as part of that growth plan we are in the process of submitting a proposal for our fourth school in the Bronx, the second in District 9. I also took the opportunity to share that we are in the midst of building a middle school in your District which will be located at 165th and Teller. The school will open its doors in September 2019 and will house students from grade 5 to grade 8. We will be inviting you and your superintendent and other district staff to the ribbon cutting With your support we would like to ensure that the principal of the FLACS Middle School develops a great working relationship with the principal of your middle school located just a block away.

I would like to continue building our relationship so that together we can develop initiatives or programs to support both our staff and our students,. We are all educators who want to provide children of the Bronx with the best educational experiences possible. I believe that by sharing and supporting each other's work, the children of District 9 will benefit. Without a doubt, you and your colleagues have expertise to share that we can learn from and likewise, we at FLACS have knowledge and expertise that we would love to share with you and your staff.

It was a true pleasure to spend time with you discussing our respective educational organizations. I would like to continue having conversations with you on a more regular basis so that together we can envision and create new and exciting possibilities for all the children of District 9 and their families.

Happy Holidays!. May you have a peaceful and joyful time with your family and friends.

Marilyn Calo
Chief Executive Officer
Family Life Academy Charter Schools
* * *
Family Life Academy Charter School
Family Life Academy Charter School II
Family Life Academy Charter School III
14 West 170th Street
Bronx, New York 10452
[redacted]

Copies of the Survey and Email Responses

All of the survey and e-mails that were received by January 7, 2019 are included after this page.

Proposal for Family Life Academy Charter School IV
Response 04 - Evidence of Outreach

Family Life Academy Charter School IV

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* Required

1. **E-mail Address/Correo Electronico** *
[redacted]

2. **Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?**
Mark only one oval.
- (●) Yes
- ( ) No

3. **Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**
Mark only one oval.
- (●) Yes
- ( ) No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**
A school that teaches its students to learn through many different vessels besides books.

Powered by Google Forms

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* Required

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[redacted]

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   Mark only one oval.

   - ( ) Yes
   - (✓) No

3. **Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**
   Mark only one oval.

   - (✓) Yes
   - ( ) No

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_____

_____

_____

_____

_____

Powered by Google Forms

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Response 04 - Evidence of Outreach

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[redacted]

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Mark only one oval.
- (✓) Yes
- ( ) No

3. **Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**
Mark only one oval.
- (✓) Yes
- ( ) No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**
Buena educación para prepara para las Universidad

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* Required

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[redacted]

2. **Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?**
Mark only one oval.

- [x] Yes
- [ ] No

3. **Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**
Mark only one oval.

- [x] Yes
- [ ] No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**

~~yes~~ after school programs
community events
focus on academics + social skills

Powered by Google Forms

Proposal for Family Life Academy Charter School IV
Response 04 - Evidence of Outreach

Family Life Academy Charter School IV

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* Required

1. **E-mail Address/Correo Electronico ***

[redacted]

2. **Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?**
Mark only one oval.

- ( ) Yes
- (✓) No

3. **Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**
Mark only one oval.

- ( ) Yes
- (✓) No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**

_____

_____

_____

_____

_____

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   - ( ) No

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   - (●) No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**
   effective teachers
   rigorous curriculum
   state of the art technology
   curriculum that includes the arts

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Mark only one oval.

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- [ ] No

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- [x] Yes
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after school programs
- Arts class
- Music lass
- Enrichment Programs.

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- (✓) No

4. **What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?**

Music + arts programs
Language classes

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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A bright and lively building

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

FREE! after school programs, swimming classes, instrumental/orchestral performance programs, gymnastic, home economic class and bussing (transportation).

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

I would like to see a FLACS high school open up.

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- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Más salones más grandes para los niños y con mejor aire acondicionado y calefacción y más talleres para los niños de deporte y música

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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

More activities and workshops for parents.

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Yes

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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community

4d-43

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Mas actividad

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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Better schools that love and care for the kids. In my experience that's how flacs school do they love what they do. I which there's more school like flacs

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Dedicated employees that cares about students learning their success

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

After school curriculums

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E-mail Address/Correo Electronico *

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

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Good enviroment

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

more activities for the children

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- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- (●) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

A safety environment where kids come ready to learn and are exposed to higher order thinking. I would love to see passionate teachers that give their all and have great communication with parents and more technology. I am very happy with the services that my son have had for the past 3 years. He have had great teachers.

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- ○ Yes
- ◉ No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ◉ Yes
- ○ No

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Más programad después de escuela

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- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Safety for the kids is the number one and high standard education

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- (●) Yes
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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

More free programs to keep the children out the streets.

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More musical programs

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- ( ) No

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Yes

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- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- (●) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Improving academic standards.
I want the school doors open for the students when is raining it's really bad when the kids are standing outside in the raining while
the doors closed

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- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- (●) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Id like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well envoirment for all children to learn happily.

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Yes

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- (●) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

I would like to continue to see the tradition of two teachers in each class, strong consistent curriculum, and beautiful aesthetics to everyone feel at home and proud of their school. After school clubs and programs would be an added bonus, like sports or newspaper, etc.

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Teacher enthusiasm.

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- (●) Yes
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What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

To have Great education, art, Music, Science lab, sports and lunch room 🙏

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Mas programas que le ofrezcan a los niños después de la escuela.

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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Yes

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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yes

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Más programas

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- ( ) No

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- (●) Yes
- ( ) No

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Si..y con Dios mediante la tendremos

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- ( ) No

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Yes. I'm interested!

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Más programa educativo

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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- (●) No

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Más programas para los niños.

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ( ) Yes
- (●) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports).

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Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Clean and safe learning environment with afterschool programs available at no cost or income based.

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Yes

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si

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- (●) Yes
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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

More specialty classes, trips and free after school programs and swimming classes

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- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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- (●) No

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Sports/The Arts Afterschool

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More

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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More sport program, like baseball, baskeball

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Smaller schools

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Afterschool

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea!

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- ○ Yes
- ◉ No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- ◉ Yes
- ○ No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

More clubs and activities

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

Hi education quality, more discipline.

Family Life Academy Charter School IV

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E-mail Address/Correo Electronico *

[redacted]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- (●) Yes
- ( ) No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- (●) Yes
- ( ) No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su communidad?

FLACS IV Survey

1 message

Busola Oshideko <[redacted]> Tue, Dec 11, 2018 at 7:22 AM
To: [redacted]

Good morning:

I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community.

Thank you for considering this request.

Response 04e - Evidence of Community Support

Family Life Academy Charter School (FLACS) IV is demonstrating evidence of community support through a collection of letters and emails from community stakeholders and through signatures in support of the school gathered from a petition.

Attached to this page are:

- Letters or emails of support from the following community stakeholders:
    - Ruben Diaz, Jr., Bronx Borough President
    - Hon. Marcos A. Crespo, Member of the State Assembly, 85th District
    - Michael Blake, Member of the State Assembly, 79th District
    - Vanessa Gibson, City Council Member, 16th District Bronx
    - Rev. Dr. George J. Abosi, Pastor, International Baptist Worship Center
    - Bourena Niambele, NYPD Borough Clergy
    - Rev. Cora Taitt, Pastor, Highbridge Community Church
    - Demetris Giannoulies, CEO Spring Bank and local businessman
    - Carlos P. Naudon, President and CEO of Ponce Bank and local businessman
    - Pedro Alvarez, President of P. Alvarez & Associates Corp., board member and local businessman
- Signatures of support for the creation of FLACS IV

In addition, some of the survey results included in *Response 04e - Evidence of Support* also indicated support for the school.

An analysis of how these items indicated support is listed in *Response 04b - Description and Analysis of Community Support.*

BRONX BOROUGH PRESIDENT RUBEN DIAZ JR.

January 7, 2018

Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Ms. Miller-Carello,

I would like to enthusiastically offer my support and strongly encourage SUNY–CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

As a lifelong resident of The Bronx with 21 years in public service, the last nine years serving as Bronx Borough President; I have witnessed the impact of FLACS on our community. The opening of FLACS IV, will provide an educational choice to families in The Bronx; one with rigorous academics and core values of community, diversity, safety, and personal growth. I have experienced first-hand the FLACS Cafe, created when FLACS moved from traditional precooked meals to daily fresh cooked nutritious meals. In addition, I had the opportunity and pleasure of teaching a class of middle-schoolers and experiencing how engaged and knowledgeable the FLACS scholars are. The FLACS network has over 15 years of experience in creating an educational environment of academic excellence for students from local Bronx communities, primarily consisting of working class and immigrant families living below the poverty line.

As Borough President, I know that my role includes helping to transform the way Bronx residents think of themselves and their borough, not to mention its reputation to those who live outside its borders. Education is at the core of that effort. I see FLACS as partner with me and the residents of the South Bronx in achieving that goal.

Finally, I want to acknowledge FLACS as having had the honor of being selected in June 2018, as one of six charter school networks nationwide (only one for New York State), to receive a multi-year grant from the Charter School Growth Fund (CSGF) under the Emerging CMO Fund initiative. This honor is given to the country's best charter school organizations led by leaders of color, to fund their expansion and help each organization increase their impact on behalf of students. FLACS can now be counted among the top educational organizations in the country that will ensure the future of our children, families and the Bronx.

Sincerely,

Ruben Diaz Jr.

MARCOS A. CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Puerto Rican/Hispanic Taskforce
CO-CHAIR
Taskforce on Demographic Research
and Reapportionment
COMMITTEES
Cities
Energy
Environmental Conservation
Insurance
Transportation
MEMBER
Black, Puerto Rican, Hispanic
and Asian Legislative Caucus

December 20, 2018

Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Susie Miller-Carello,

In my capacity of **New York State Assembly Member**, representing the **85th District**, I writing to offer my support as it relates to Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

I was first introduced to the FLACS Network in the Spring of 2018 as I was extended the privilege to serve as keynote speaker during the eighth grade graduation ceremony. During this opportunity I was able to listen and to learn more about the educational accomplishments of this "community grown" charter network, and the positive impacts the school has been able to offer to the children and families across The Bronx.

FLACS maintains an exemplary tradition that spans nearly 17 years in promoting student success in serving low-income students of color, English Language Learners, and students with special needs. FLACS has partnered with community activist Rev. Raymond Rivera of the Latino Pastoral Action Center, business leaders and parents in expanding this model with the opening of FLACS II and III. FLACS's impact on student outcomes have been clear as they have performed well above neighboring school districts on the 2018 ELA and mathematics state exams. FLACS' success also extends beyond school walls as they make it a point to the share best practices with DOE public school MS 224 via a collaborative grant; FLACS also leads in an ELL consortium, which provides professional development and support in working with ELLs to 25+ NYC charter schools.

I am certain that the addition of FLACS IV would first and foremost help address the growing demand by parents in The Bronx for quality education and choice. Second, FLACS has demonstrated the capacity to meet the needs of every learner in the community, while developing the needed skills to enable them to be thoughtful, participatory citizens in their local communities.

Sincerely,

Hon. Marcos A. Crespo
Member of Assembly
85th District

ALBANY OFFICE: Room 454, Legislative Office Building, Albany, New York 12248 • [redacted]
DISTRICT OFFICE: 1551 Watson Avenue, Bronx, New York 10472 •

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

MICHAEL A. BLAKE
Assemblymember
79th District – The Bronx

COMMITTEES
Banks
Correction
Election Law
Governmental Operations
Housing
Veterans' Affairs

SUB-COMMITTEES
Chair, Mitchell-Lama

TASK FORCE
Puerto Rican/Hispanic

Black, Puerto Rican, Hispanic and Asian Legislative Caucus
Co-Chair, Criminal Justice Task Force

WORKING GROUPS
Member, Majority Working Group on Rules, Operations, Government Transparency & Public Participation

December 26, 2018

Susie Miller Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Ms. Miller Carello,

I am writing in support of the Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV). As the elected official for the 79th Assembly District, I have an obligation to ensure that outstanding opportunities for success are available to the youth of our district. I sincerely believe that having a Family Life Charter School within the Bronx will provide those outstanding opportunities for our young people who will develop into future innovators and global leaders.

My vision of prosperity for the 79th District is based on three E's: Economic Development, Education, and Equity. Education is a key component and pathway for empowering our youth, families, and communities with the skills and knowledge that are necessary to be successful in our nation's competitive labor-market and economy. Therefore, I am unequivocally committed to ensuring that our youth are afforded equal access to a high-quality education. As a product of the Bronx public-school system, I know first-hand the role and importance that education has in inspiring young people to become high achievers and productive members of society. Our youth within the 79th Assembly District, and all other districts, have the right to attend a supportive and well-managed school that encourages students to realize their untapped potential, acquire 21st-century skills, explore meaningful careers, and gain access to college-career pipelines. FLACS embodies those ideals that our youth can truly benefit from.

For over the past 17 years, FLACS has operated on the social-justice platform of providing equitable educational opportunities in the high-needs communities of the South Bronx; goals that are aligned with the 79th District's three E's. FLACS has a long track-record of providing high-quality, rigorous instructional programs that accelerate scholarly achievement by meeting the needs and challenges of all learners, which includes a student population comprised largely of English Language Learners (ELLs) and students with special needs. This commitment is clearly demonstrated by FLACS network schools' outperformance of local school districts in NYC and NYS on the 2018 ELA and mathematics state exams.

Additionally, FLACS had the honor of being selected as 1 of 6 charter school networks nationwide, and was the only one from NYS and the Bronx, to receive a multi-year grant from the Charter School Growth Fund (CSGF) under the Emerging CMO Fund initiative. This prestigious award is given only to the country's best charter school organizations led by leaders of color, to support expansion, and help each organization increase their positive impact on students.I believe that the instructional experts leading the outreach and the design of Family Life Academy Charter School has demonstrated a sincere commitment to improving educational options for families in our community.

Therefore, I am in full support of FLACS' application to launch another high-quality school option, one that will inspire students in the South Bronx to excel and innovate, making them better prepared for post-secondary education and productive careers. With dedicated community leaders like the founders of Family Life Academy Charter School, we are one step closer towards #BuildingABetterBronx.

Sincerely,

Assemblymember Michael Blake

DISTRICT OFFICE
1377 JEROME AVENUE
BRONX, NY 10452
[redacted]

CITY HALL OFFICE
250 BROADWAY, ROOM 1774
NEW YORK, NY 10007
[redacted]

[redacted]

THE COUNCIL
OF
THE CITY OF NEW YORK
VANESSA L. GIBSON
COUNCIL MEMBER, 16th DISTRICT, BRONX

CHAIR
SUB-COMMITTEE ON CAPITAL BUDGET

COMMITTEES
FINANCE
GENERAL WELFARE
LAND USE
PLANNING, DISPOSITIONS AND CONCESSIONS
PUBLIC SAFETY
RULES, PRIVILEGES AND ELECTIONS
STANDARDS AND ETHICS

January 3, 2019

Susie Miller Carello
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, New York 12246

Dear Susie Miller-Carello,

As the Council Member representing the 16th district in the Bronx, I am writing this letter in support of the Family Life Academy Charter School application to open the Family Life Charter School IV (FLACS IV) in the Bronx.

As a proud graduate of the City's Public School system, I recognize the positive impact that a strong educational foundation has on future individual success. Within the New York City Council, I have led initiatives that supported educational reforms in the Bronx and supported programs such as the Summer Kindergarten Success Institute and Technology in the Classroom grants at FLACS. I have had the honor of being the keynote speaker for FLACS's eighth-grade graduations on more than one occasion, visited its schools, engaged with educators and students and witnessed first-hand, its academic curriculum in its classrooms to see the quality educational programming for FLACS scholars in practice.

FLACS has made breakthrough achievements with a student population whose academics were unsatisfactory in NYC public schools. In 2018, FLACS network schools outperformed local school Districts 7 and 9. These accomplishments are now recognized on the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund. The opening of FLACS IV would continue a consistent commitment and tradition of providing educational choices for all Bronx families while creating a safe, nurturing and caring environment where education is creative, engaging, innovative, meaningful, and joyful.

I am in full support of this application before your office and ask for your full consideration of the Family Life Charter School's application to open FLACS IV.

Sincerely,

Vanessa L. Gibson

Vanessa L. Gibson
Council Member, 16th District, Bronx County

INTERNATIONAL BAPTIST WORSHIP CENTER
New, York.

Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Susie Miller-Carello,

As a religious and community leader serving families in our New York metro area, I would like to offer my support and recommend SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Reverend Raymond Rivera, founding member of Family Life Academy Charter School has been a dynamic and active leader in the local communities throughout NYC; spreading the word that the best way to address poverty is to expand educational opportunities that enable all children to succeed in school, careers and life. As an advocate for education reform, he stands behind the belief that every child, every day has the ability to succeed when you invest in the "whole child". He was able to realize that goal by mobilizing parents, business, community and religious leaders in supporting the opening of Family Life Academy Charter School in the fall of 2001. To this vision, I am glad to add my voice.

There is clear evidence of FLACS's long track-record of outperforming schools in their district, NYC and now NYS. Based on this success, the FLACS network has received honors and awards for academic achievement, which has now been recognized at the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund.

As a partnering leader in the community, I bear witness to the passion of FLACS's leadership in its work to transform the lives of all children in the South Bronx. This means addressing on-going, underlying "opportunity gaps" — the deep disparities that exist in accessing high-quality educational opportunities, especially for low-income students and students of color. The opening of FLACS IV, would support that goal for all families in the Bronx.

I believe finally that we all as a community must raise our voices to ensure that every child has the right to learn in a safe, nurturing, and engaging environment and be mentored by great teachers. FLACS is the charter school network that is upholding those goals for our community and beyond.

The establishment of FLACS-IV is thus greatly needed and highly recommended.

Sincerely,

REV. DR. GEORGE J. ABOSI (Pastor).

[redacted]

Bourema Niambele
NYPD Borough Clergy
[redacted]

January 7, 2019

Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Susie Miller-Carello,

As a religious leader, and community activist serving the families in my community, I would like to offer my support and recommend SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Religious leaders like myself, have dedicated their lives towards working for the betterment of their communities by helping the poor and serving those less fortunate. We recognize that access to a quality education in the South Bronx is the civil rights issue of our time and a problem in which we all have a vital stake. Reverend Raymond Rivera, founding member of Family Life Academy Charter School has been a leader in the local communities throughout NYC; spreading the word that the best way to address poverty is to expand educational opportunities that enable all children to succeed in school, careers and life. As an advocate for education reform in the South Bronx, community activist and organizer, Reverend Raymond Rivera stands behind the belief that every child, every day has the ability to succeed when you invest in the "whole child". Reverend Raymond Rivera was able to realize that goal by mobilizing parents, business, community and religious leaders in supporting the opening of Family Life Academy Charter School in the fall of 2001.

Over the years FLACS has made breakthrough achievements with a student population that has historically failed in NYC public schools. FLACS is known to provide a supportive and nurturing environment where all children have the chance to learn and grow into confident, resilient, self-reliant, happy and generous citizens. FLACS has a long track-record of outperforming schools in their district, NYC and now NYS. Based on this success, the FLACS network has received honors and awards for academic achievement, which has now been recognized at the