



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/21/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

FAMILY LIFE ACADEMY CS II (SUNY TRUSTEES) 320700861028

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	296 East 140th Street, Bronx, NY 10454	718-665-2805	718-665-2811	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Lourdes Arroyo
Title	Principal
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.flacsny.com

6. DATE OF INITIAL CHARTER

2012-08-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2012-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

205

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3
---------------	------------

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
--	--------------------

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	296 East 140th Street, Bronx, NY 10454	718-665-2805	CSD 7	K-4	No	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
--	------	------------	-----------------	---------------

School Leader	Lourdes Arroyo	██████████		██████████
Operational Leader	Catherine Rodriguez	██████████		██████████
Compliance Contact	Lourdes Arroyo	██████████		██████████
Complaint Contact	Kathy Ortiz	██████████		██████████

Page 3

14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in fixed size/number of Trustees	The Boards of Trustees for FLACS-I and FLACS-II were merged at the beginning of the 2014-2015 school year. The Board size increased to a maximum of 21 members as a result.		
2				
3				
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Renee Willemsen-Goode, Data Specialist

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

Lander Ingo

Signature, President of the Board of Trustees

John Thomas

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/22/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

[http://data.nysed.gov/reportcard.php?](http://data.nysed.gov/reportcard.php?instid=80000071155&year=2014&createreport=1&enrollment=1&avqclasssize=1&freelunch=1&attendance=1&teacherqual=1&staffcounts=1&naep=1&nyseslat=1&elemELA=1&elemMATH=1)

[instid=80000071155&year=2014&createreport=1&enrollment=1&avqclasssize=1&freelunch=1&attendance=1&teacherqual=1&staffcounts=1&naep=1&nyseslat=1&elemELA=1&elemMATH=1](http://data.nysed.gov/reportcard.php?instid=80000071155&year=2014&createreport=1&enrollment=1&avqclasssize=1&freelunch=1&attendance=1&teacherqual=1&staffcounts=1&naep=1&nyseslat=1&elemELA=1&elemMATH=1)



**FAMILY LIFE ACADEMY
CHARTER SCHOOL-II**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 10, 2015

By Lourdes Arroyo

296 E. 140th Street
Bronx, NY 10454
T: (718) 665-2805
F: (718) 665-2811

Renee Willemsen-Goode, Data Specialist prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chairman, Facilities Committee
Kevin Kearns	Vice-chairman, Accountability Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Greg Nannery	Secretary, Finance Committee
Marvin Dutton	Member
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet M. Lerner	Member, Accountability Committee
Francisco Lugovina	Chairman Emeritus, Facilities Committee
Bernarda Martinez	PTA President
Rev. Raymond Rivera	Member, Nomination Committee, Facilities Committee
Susana Rivera Leon	Member, Nomination Committee
Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Wanda Torres	Member, Fundraising Committee
Florence Wolpoff	Member, Accountability Committee

Lourdes Arroyo has served as the school principal since 2012.

INTRODUCTION

Family Life Academy Charter School-II (FLACS-II), a replication of Family Life Academy Charter School-I (FLACS-I), opened its doors to 100 kindergarten and first grade students in September 2012 in Community School District 7 (CSD 7), in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS-II has just completed its third year.

FLACS-II, 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. FLACS-II students, regardless of their background, will develop into accomplished scholars, successful individuals and strong community-minded citizens. FLACS-II will achieve national recognition for its innovative educational programs, accomplishments in engaging community partners, exceptional teachers, and sound fiscal and management practices. From this belief of educating the whole child, we have created a school that both replicates the best practices inherent to FLACS-I and adopts some practices that are unique to FLACS-II, such as starting the day having breakfast in each classroom, having a Suzuki violin program and teaching yoga to all students.

In 2014-2015 our student population was 205.¹ FLACS-II has had a focus on attracting immigrant students and second language learners from the surrounding community. FLACS-II's student population is representative this community: 67.8% are Hispanic, 32.3% are Black, 12.2% are English language learners (ELLs), 12.7% are students with disabilities and 100% of the students are eligible for free and reduced lunch. In comparison, in District 7, 69.5% of all students are Hispanic or Latino, 27.0% are Black, 16.6% are ELLs, 20.9% are students with disabilities and 92.1% students eligible for free and reduced lunch.²

In order to create the conditions for self-empowerment for all of its students to achieve high academic standards, take responsibility for their own learning, and affirm and explore human values, FLACS-II has implemented the initiatives listed below.

Intensive support for English language learners (ELLs) and special needs students. FLACS-II has implemented many supports for ELLs and special needs students. The FLACS-II model places strong emphasis on vocabulary and oral language development. ELLs receive the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Our instructional approach includes having a full time ESL teacher on staff, as well as training all teachers to apply instructional strategies for ELLs in the context of their own classrooms. To provide the IEP-required services, FLACS-II has a full-time SETTTS teacher and contracts for needed related services, as such as speech therapy, occupational therapy and counseling. As every classroom contains ELLs and/or special education students, all teachers are expected to use instructional strategies to support ELLs and students with special needs.

Selection and implementation of research-based programs and curriculum mapping to meet

1 As of BEDS day, October 1, 2014 as reported to the State Education Department.

2 As of October 31, 2015 from the NYC Demographic Snapshot, found at <http://schools.nyc.gov/Accountability/data/default.htm>

the needs of our students. In English Language Arts, we began using *ReadyGen*, an ELA program aligned with the New York State Common Core Learning Standards (NYS CCLS). This program encourages students to delve deeply into text, reread to make meaning, and write about text. We used *ReadyGen* in the context of our balanced literacy program, which also involved daily guided reading with students in small ability-based groups. Our work with student writing and the *6+1 Traits of Writing Program* continued this year with an emphasis on using mentor texts to teach writing. Teachers honed their skills at identifying students' strengths and weaknesses in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. *Math in Focus*, the American version of Singapore Math, is FLACS-II's signature math program. Developed by international leaders in math education, the program is designed to help students develop a strong conceptual understanding of the essential math concepts.

A focus on science and technology. The science program at FLACS-II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. Technology tools are available for students in every classroom, and uses vary throughout the school. From digital book reports to visual and auditory projects on Active boards, from creative story telling on iPads to individualized programs, 21st century tools and skills are integrated into the classroom curriculum at every level. Students in third grade also used *iReady*, an adaptive diagnostic tool that provides for both teacher-led and individualized online instruction in literacy and mathematics.

School wide intervention. Students who were identified as needing intervention in ELA participated in a daily intervention program with the *Fountas and Pinnell Intervention Kit*. This program began early in the school year and helped students who were not meeting state standards meet or more closely approach these standards. FLACS-I also implemented an academic after-school program for third graders.

Use of common assessments to monitor student progress toward meeting the NYS common core state standards. We believe in data driven-instruction and regularly assess student progress. To monitor school/student progress, FLACS-II has utilized several diagnostic and summative assessments. We use the *Fountas & Pinnell Benchmark Assessment* to identify student reading levels, provide data to recommend a placement level for instruction, form fluid groups for reading instruction and identify children who need intervention and extra help. We administer the *TerraNova Battery assessment* every June to provide detailed information on student performance in ELA and mathematics. This assessment generates Normal Class Equivalents (NCE) in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. Curriculum based assessments, from the curriculum materials are given every 3-6 weeks in mathematics, reading, phonics, science, and social studies to ensure students are making progress toward meeting the NYS CCLS.

Dedicated monthly data meetings and child study meetings to analyze student assessment data. FLACS-II continues to review and use timely formative data to drive instructional decisions. These decisions include student groupings based on student-specific needs for additional support and/or opportunities for enrichment. Monthly grade level data meetings and child study meetings are held on a grade level with our teachers, data specialist,

administrators, ESL coordinator, special education coordinator and the instructional leaders. Our child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of our work at FLACS-II and helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms.

Use of *Datacation* data warehouse for data collection and analysis. In 2014-2015, FLACS-II began using *Datacation*, a web-based data warehouse and data analysis portal. Teachers enter student assessment data into the portal, which allows them to share this data with administrators, parents, and the students. An array of data analysis tools and reports have allowed even more in depth look at student data and to further streamline our data collection efforts.

Robust system of professional development. Professional development happens in several ways. Teachers have professional development every Monday from 3:40 to 5:00pm, the first Friday half-day of the month, and all day on Election Day. Our professional development focused on supporting all of our instructional programs. In addition, In order to guide teachers in delivering content to students, we introduced the book, *The Strategic Teacher*. The book provided a repertoire of strategies grounded in current, highly regarded research to teachers at all levels of experience.

Network support of individual schools. In the 2014-2015 school year, FLACS-I, FLACS-II, and FLACS-III were formally united under the FLACS Network. The network staff are focused on providing operation and instructional support to schools, including a CEO, COO, Director of Curriculum, and data specialists who give direct instructional support to schools. This has also enabled the schools to share among each other best practices and resources, including supplies and staff.

A focus on nutrition and health. FLACS-II is in the first stages for replicating FLACS I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education. FLACS-II has secured the services of Revolution Foods, a food provider that provides healthy, organic meals to schools. All students receive instruction in yoga to help promote physical fitness and strategies for health that will last a lifetime. The school partnered with the Calhoun School in exploration of hydroponics technology for urban farming. At the end of the school year, all students participated in a dance recital after learning different dances from around the world.

A focus on parental support. FLACS-II has fostered strong, positive relationships with its families. FLACS-II uses a school wide texting system to maintain contact among parents, staff and students. The school supports an active parents' association.

Encouraging artistic development. We believe in developing students who are well rounded. The school continued its 'Suzuki method' violin program after school. During the school day, music instruction was provided to all students. A small space on the second floor hallway was designated as the Art lab Studio. Exhibits, slides, Internet sites, and posters introduced students to a broad range of art. Teachers shared stories about and pictures from artists. Students created their own masterpieces based on the style of the artist they studied.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	70	26	-	-	-	-	-	-	-	-	-	-	-	96
2013-14	47	76	27	-	-	-	-	-	-	-	-	-	-	150
2014-15	50	53	75	27	-	-	-	-	-	-	-	-	-	205

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

Background

FLACS-II follows a balanced literacy model supported by *ReadyGen*, a common core-aligned literacy program, and *Open Court*, a systematic phonics program. This is the first year we have implemented *ReadyGen*, which we brought in because it was more aligned to Common Core Learning Standards than our previous curriculum program. Our literacy block is approximately 150 minutes daily. Our block consists of the following components: phonics, interactive read alouds, shared reading, guided reading, independent reading, and the writer's workshop. All English Language Learners also engage in each component of the balanced literacy model through the use of Pearson's Sheltered Instruction Observation Protocol (SIOP) strategies and small group instruction. Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student as supported by a rich selection of digital resources.

We believe in data driven instruction and regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records using the *Fountas & Pinnell (F&P) Benchmark Assessments*. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency and comprehension, all of which give us insight into how to focus our teaching. The *F & P Benchmark Assessment* system provides information enabling us to determine three reading levels for each student: independent, instructional and challenging, provide data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for each child's instruction, plan efficient and effective instruction and identify children who need intervention and extra help. Regular unit assessments provide data on the progress of students on the *ReadyGen* and *Open Court* curriculums.

We have also added a reading intervention program for those not meeting benchmarks. We follow the *Fountas & Pinnell Academic Intervention* program to target individual literacy needs then provide small group instruction 5 days a week for 45 minutes. Student progress is monitored weekly with reading records and conferring.

Students in grade three also took the Rally assessment in the fall and winter to assess whether or not they were meeting state standards in ELA. Teachers used these results to modify curriculum maps and to differentiate instruction. Students in 3rd grade also used iReady, an online based diagnostic and teaching tool that allowed students to practice common-core aligned literacy concepts in an individualized manner.

Our teachers received professional development throughout the school year, through the professional development sessions on Mondays from 3:40 to 5:00 and on Friday half days, as well as through coaching from the principal and assistant principal. Consultants from *Generation Ready* helped teachers to unpack the new literacy curriculum, create effective curriculum maps, and employ best practices in their classrooms.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

Method

This is the third year of the school's existence. The school is currently serving grades K-3. The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. In May, 2015, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	26	0	0	0	26
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	26	0	0	0	26

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**2014-2015 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
K	50	0	0	0	50
1	52	0	0	0	52
2	75	0	0	0	75
3	26	0	0	0	26
All	203	0	0	0	203

Results

On the NYS ELA exam, of all tested students enrolled in at least their second year, 66.7% were proficient, 8.3 percentage points lower than the 75% target.

On the TerraNova exam, in every grade students enrolled in at least their second year had an MNCE greater than 50 (67.8 for grade 1, 67.8 for grade 2, and 63.5 for grade 3). In kindergarten, where no student has been enrolled for more than two years, students had an MNCE of 59.1, meeting the target as well.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73.1%	26	66.7%	21
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

All	73.1%	26	66.7%	21
-----	-------	----	-------	----

**MNCE Performance on 2014-15 TerraNova Total Reading Score
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	59.1	50	-	-
1	65.8	52	67.8	40
2	67.3	75	67.8	62
3	66.2	26	63.5	21
All	64.7	203	67.1	123

Evaluation

FLACS-II did not meet its goal of having 75% of all students enrolled in their second year achieve proficiency on the NYS ELA exam. However, with 66.7% of students achieving proficiency, FLACS-II came close to meeting this goal, by a difference of 8.3 percentage points.

FLACS-II has a significant population of students enrolled in special education in grade 3; 28.6% of students enrolled in at least their second year were students enrolled in special education programs. Of the students of students in general education enrolled in at least their second year, 86.7% achieved proficiency. In the upcoming school year, attention will be focused on helping support students in special education to meet the state standards.

On the TerraNova, FLACS-II met this accountability measure, with all students enrolled in their second year achieving a MNCE greater than 50. This was true for the school as a whole, and for each individual grade.

Additional Evidence

Since this was the first year that FLACS-II had students enrolled in grades 3 through 8, there is historical data for the NYS exam to analyze for trends.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency
-------	--

	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	66.7 %	21
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

On the TerraNova, students are demonstrating mastery of ELA standards. The percentage of students scoring at or above an NCE of 50, was 81.3% of all tested students in their second year, with each grade level having between 74% to 87.5% of students proficient.

Reading Performance by Grade Level (Percent of Students Scoring at/above an NCE of 50) and School Year on TerraNova

Grade S	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	74.0	50	-	-
1	84.6	52	87.5	40
2	76.0	75	79.0	62
3	80.8	26	76.2	21
All	78.8	203	81.3	123

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4

with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁵

Results

The 2014-2015 AMO is 97. FLACS-II had a PLI of 161.6, which far exceeded the AMO.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
26	11.5	15.4	30.8	42.3

$$\begin{aligned}
 \text{PI} &= 15.4 + 30.8 + 42.3 = 88.5 \\
 &= 30.8\% + 42.3\% = \underline{73.1} \\
 &= \text{PLI} = 161.6
 \end{aligned}$$

Evaluation

The 2014-2015 AMO is 97. FLACS-II had a PLI of 161.6, which far exceeded the AMO. FLACS-I not only had a large percentage of students meeting proficiency (levels 3 and 4), but 42.3% of all tested students received a level 4 on the state exam.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at

⁵ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school and the total result for all students at the corresponding grades in the school district.⁶

Results

FLACS-II met this accountability goal. Of all students enrolled in at least their second year, 66.7% of students achieved proficiency. In CSD 7, only 15% of students in the corresponding grade achieved proficiency.

⁶ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	66.7	21	15.0	1,251
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	66.7	21	15.0	1,251

Evaluation

Of all FLACS-II students enrolled in at least their second year, 66.7% of students achieved proficiency. In CSD 7, only 15% of students in the corresponding grade achieved proficiency. FLACS-II exceeded CSD 7 by 51.7 percentage points. It is worth noting that while FLACS-II has a population that is 12.7% ELLs, grade 3 has no ELL students, compared with CSD 7, though this alone could not make up the difference in proficiency rates. However, the special education population at FLACS-II is greater than that of grade 3 in CSD 7 (28.6% enrolled in second year or greater versus 27.4% in CSD 7).

Additional Evidence

Since this was the first year that FLACS-II tested students, there is no data to provide a historical analysis. However, FLACS-I not only performed at a higher proficiency rate than CSD 7, but also at a proficiency rate more than double New York City as a whole (30.2% of tested third graders at proficiency), and New York State as a whole (31.0% of tested third graders at proficiency).

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	66.7	15.0
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	66.7	15.0

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

School's Overall Comparative Performance:

Not Available

Evaluation

FLACS-II does not have any data from 2013-2014.

Additional Evidence

FLACS-II does not have any data from 2013-2014.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	N/A	N/A	0	N/A	N/A	N/A
2012-13	K-1	N/A	0	N/A	N/A	N/A
2013-14	K-2	N/A	0	N/A	N/A	N/A

Goal 1: Growth Measure⁷

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁸

Results

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, and will have had only one year of data in 2014-2015, there is no data to report here. FLACS-II will have comparative New York State data in the 2015-2016 school year.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

FLACS-II does not have data to report.

Additional Evidence

FLACS-II does not have data to report.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁹	2012-13	2013-14	Statewide Median
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

Goal 2: Growth Measure

Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

Method

⁹ Grade level results not available.

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2013-2014 and 2014-2015 are included here. The MNCEs of each cohort in 2013-2014 and 2014-2015 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

Results

In 2013-2014, students still enrolled at FLACS-II for 2014-2015 had an MNCE equal to 71.0. On the 2014-2015 TerraNova exam, those same students had an MNCE equal to 67.1 FLACS-II did not meet the target of increasing the MNCE score.

English Language Arts Performance by Cohort and School Year

Grades	2013-2014		2014-2015	
	MNCE	Number Tested	MNCE	Number Tested
1	72.1	44	67.9	44
2	73.8	66	67.4	66
3	60.6	23	64.6	23
All	71.0	133	67.1	133

Evaluation

Every cohort started 2014-2015 with an MNCE above 50. Thus, their goal was to increase their MNCE scores. Only grade 3 increased their MNCE scores, with an increase of 4 percentile points, from 60.6 to 64.6, while grade 1 and grade 2 decreased their MNCE scores, by 5.2, from 72.1 to 67.9, and 6.4, from 73.8 to 67.4, respectively. Every cohort ended 2014-2015 with an MNCE score significantly exceeding the target of 50. The changes, both decreases and increases, were relatively small across all of the grade levels, with the performance of the school remaining fairly static.

Summary of the English Language Arts Goal

FLACS-II met two of its three absolute measures, and came close to meeting the other. On the TerraNova Total Reading Battery, MNCE score for each tested grade was 50 or above. On the NYS assessment, FLACS-II came close to having 75% of all students enrolled in at least the second year at proficiency, with 66.7% at proficiency. We did make AMO as set forth in the state’s NCLB accountability system in ELA. FLACS-I made its comparative goal, with the percent of all testing students enrolled in at least their second year far exceeding the percent of all tested students in CSD 9. FLACS-II did not make its growth measure for TerraNova, although all cohorts remained above 50 MNCE. The growth measure for the NYS assessment is not applicable as this was FLACS-II’s first year testing.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve

Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Not Applicable
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Applicable
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Did Not Achieve

Action Plan

FLACS-II has performed consistently well on the TerraNova exam and is proud of its performance on its first NYS ELA exam. In 2015-2016, FLACS-II will aim to reach its absolute goal of 75% of students at proficiency. Next year, FLACS-II will test four times as many students, in both grades 3 and 4 on the NYS ELA assessment. The cohort of students entering grade 3 contains many more ELLs and former ELLs than did this year's cohort, which FLACS-II will keep in mind in planning intervention programs and instruction for this cohort.

FLACS-II will continue to use *ReadyGen* as its core ELA curriculum for grades K-4. This will be supplemented by phonics instruction using *OpenCourt* and with novel studies in grade 4. In writing, FLACS-II will be adopting a new writing curriculum, which incorporates many of the features of the previous writing curriculum, but will have a more rigorous assessment element, including baseline and summative assessment, and incorporating multiple types of writing (persuasive, informative, and narrative).

FLACS-II will continue using the *Fountas & Pinnell Intervention Kit* with students performing below grade level expectations. We will expand use of *iReady* to include both grade 3 and 4. FLACS-I will continue its afterschool "Prep Club" for grades 3 and 4.

FLACS-II will continue a professional development program to support ELA, building on the work that was completed in 2014-2015. This will include consultants from *ReadyGen*, who will come for 10 sessions throughout the year, as well as support from

the FLACS Network literacy coach. The professional development program in ELA will focus on enhancing close reading, student engagement and comprehension skills and strategies.

MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the application of mathematical skills and concepts.

Background

FLACS-II uses *Math in Focus*, which is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of *Math in Focus*, and of FLACS-II's mathematics program, is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice. The *Math in Focus* framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- Making sense of problems and persevere in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and make use of structure
- Looking for and express regularly in repeated reasoning

Mathematical student performance progress is monitored frequently at FLACS-II. For each unit of study, students take a pretest, which assesses readiness for the curriculum, and summative assessment. Students also take several benchmark assessments throughout the year and an end-of-year test. Students in grade three also took the *Rally* assessment in the fall and winter to assess their progress toward meeting state standards. Teachers at FLACS-II analyze the results of these assessments to plan for the current and future units of study, and to provide opportunities for differentiation.

FLACS-II's mathematics block is divided into two sessions for a total of 100 minutes of mathematics instruction each day. The first session provides explicit instruction, guided practice, discussion, and independent practice. The second session provides application, modeling, discussion and assessment. Students in grade 3 also used *iReady*, an online based diagnostic and teaching tool that allowed students to practice common-core aligned mathematical concepts in an individualized manner.

Teachers received professional development in mathematics throughout the school year. A *Math in Focus* facilitator worked closely with teachers to explore the framework

of the program, curriculum goals, lesson structure, and assessment. The principal and assistant principal also observed classes and gave teachers feedback to improve mathematical practice throughout the year.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The school administered the TerraNova assessment to students in kindergarten through 3rd grade in May 2015.

The tables below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	26	-	-	-	26
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	26	-	-	-	26

**2014-15 Locally Administered TerraNova Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹¹	Total Enrolled
-------	--------------	--------------------------	----------------

10 Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

11 Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

		IEP	ELL	Absent	
K	50	0	0	0	50
1	52	0	0	0	52
2	75	0	0	0	75
3	26	0	0	0	26
All	203	0	0	0	203

Results

FLACS-II met this accountability goal, with 76.2% of students enrolled in at least their second year achieving proficiency on the NYS Mathematics Exam and with an MNCE of 70.8 for all students enrolled in at least their second year.

Performance on 2014-15 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80.8	26	76.2	21
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	80.8	26	76.2	21

MNCE Performance on 2014-15 TerraNova Total Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	69.2	50	-	-
1	71.5	52	72.5	40
2	73.2	75	73.4	62
3	63.3	26	60.0	21
All	70.5	203	70.8	123

Evaluation

FLACS-II met this accountability goal, with 76.2% of students enrolled in at least their second year achieving proficiency on the NYS Mathematics Exam and with an MNCE of

70.8 for all students enrolled in at least their second year. Each individual grade level had an MNCE exceeding 50.

Additional Evidence

On the TerraNova Mathematics Battery, students at each grade level performed well. Each grade level had a large percentage of students enrolled in at least their second year with NCES of 50 or above: 97.5% in grade 1, 82.3% in grade 2, and 71.4% in grade 3. These same students in grade 3 had a 76.2% proficiency rate on the NYS ELA assessment.

Mathematics Performance by Grade Level (Percent of Students Scoring at/above an NCE of 50) and School Year on TerraNova

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	82.7	50	-	-
1	96.2	52	97.5	40
2	85.3	75	82.3	62
3	76.9	26	71.4	21
All	86.2	203	85.4	123

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	76.2	21
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	76.2	21

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹²

Results

FLACS-II far exceeded this measure, with a PLI of 181 compared with AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	19	12	69

$$\begin{array}{rcccccccc}
 \text{PI} & = & 19 & + & 12 & + & 69 & = & 100 \\
 & & & & 12 & + & 69 & = & \underline{81} \\
 & & & & & & \text{PLI} & = & 181
 \end{array}$$

Evaluation

FLACS-II far exceeded this measure, with a PLI of 181 compared with AMO of 94. FLACS-II is extremely proud to have no students at level 1 and 69% of all students at Level 4, the highest level of achievement.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at

¹² In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

least their second year at the school and the total result for all students at the corresponding grades in the school district.¹³

Results

In 2014-2015, 76.2% of all FLACS-II students enrolled in at least their second year achieved proficiency on the NYS mathematics exam. This is compared with only 19.9% of those students in the same grade in CSD 7.

¹³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.2	26	1,276	19.9
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	76.2	26	1,276	19.9

Evaluation

FLACS-II met this comparative measure by a large amount. In 2014-2015, 76.2% of all FLACS-II students enrolled in at least their second year achieved proficiency on the NYS mathematics exam. This is compared with only 19.9% of those students in the same grade in CSD 7.

Additional Evidence

FLACS-II took the NYS math assessment for the first time this year; there is no comparative historical data.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	76.2	19.9
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	76.2	19.9

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here. FLACS-II will have data for the 2014-2015 school year, as we have students in the testing grades for this school year.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4		N/A	N/A	N/A	N/A	N/A
5		N/A	N/A	N/A	N/A	N/A
6		N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A
8		N/A	N/A	N/A	N/A	N/A
All		N/A	N/A	N/A	N/A	N/A

School's Overall Comparative Performance:

Not applicable

Evaluation

FLACS-II does not have any data from 2013-2014.

Additional Evidence

FLACS-II does not have any data from 2013-2014.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	K-1	N/A	N/A	N/A	N/A	N/A
2013-14	K-2	N/A	N/A	N/A	N/A	N/A

Goal 2: Growth Measure¹⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹⁵

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here. FLACS-II will have data for the 2014-2015 school year, as we have students in the testing grades for this school year.

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁵ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

FLACS-I does not have any data to report for 2013-2014.

Additional Evidence

FLACS-I does not have any data to report for 2013-2014.



Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹⁶	2012-13	2013-14	Statewide Median
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

Goal 2: Optional Measure

Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

Method

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2013-2014 and 2014-2015 are included here. The MNCEs of each cohort in 2013-2014 and 2014-2015 are compared. Cohorts must reduce by one half the gap between their baseline

¹⁶ Grade level results not available.

performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

Results

Because each cohort had an MNCE of 50 in 2013-2014, each cohort had a goal of exceeding their MNCE in the 2014-2015 school year. As a whole school, FLACS-I achieved this measure. Grades 1 and 2 also achieved this measure as individual grade levels.

TerraNova Mathematics Performance by Cohort and School Year

Grades	2013-2014		2014-2015	
	MNCE	Number Tested	MNCE	Number Tested
1	69.3	44	74.3	44
2	64.4	66	79.2	66
3	85.8	23	63.8	23
All	69.5	133	75.0	133

Evaluation

Because each cohort had an MNCE of 50 in 2013-2014, each cohort had a goal of exceeding their MNCE in the 2014-2015 school year. As a whole school, FLACS-I achieved this measure, with an MNCE in 2013-2014 of 69.5 and an MNCE of 75.0 in 2014-2015. Grades 1 and 2 also achieved this measure as individual grade levels, moving from 69.3 to 74.3 and from 64.4 to 79.2 respectively. Only grade 3 did not increase their MNCE score, though at the same time, this cohort demonstrated great success on the NYS mathematics assessment.

Summary of the Mathematics Goal

FLACS-II achieved or partially achieved every applicable measure, including all absolute, comparative and growth measure. The only measure that FLACS-II partially achieved was increasing the MNCE of the third grade cohort; regardless, this group had an MNCE well above 50 and demonstrated tremendous achievement on the NYS mathematics assessment.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same	Achieved

	tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Not Applicable
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Applicable
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Partially Achieved

Action Plan

FLACS-II is very proud of its mathematics performance in 2014-2015, as measured by the NYS Mathematics Exam and the locally administered TerraNova. FLACS-II's challenge for next year is to maintain a high level of mathematics performance. FLACS-II intends to continue implementing *Math in Focus*, and focusing mathematics instruction on problem solving skills and mathematical thinking. FLACS-II will continue using *iReady* for grades 3 and 4.

Since FLACS-II is not yet at capacity, several new teachers will be added in the 2014-2015 school year. One focus for next year is ensuring that these teachers are well trained to implement the mathematics curriculum. FLACS II has enrolled an increasing number of ELLs each year that it has been open. While no current ELLs and only 1 former ELL tested in 2014-2015, in 2015-2016, there will be a number of ELLs and former ELLs in the third grade. Another focus for the 2015-2016 school year will to be to carefully track mathematics performance on diagnostic and summative assessment by subgroup and to provide necessary supports for ELLs if needed.

The FLACS network has hired a mathematics coach that will work with all three schools in the network. This coach will observe instruction, provide feedback to teachers, and make recommendations for professional development in mathematics.

SCIENCE

Goal 3: Science
 Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

Background

The science program at FLACS-II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation,

measurement, classification and data analysis. FLACS-II has developed a rigorous, inquiry based science curriculum with hands on science experiences. Lab sciences are taught at every grade level based on units of study. The science program has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. We have enhanced our lab science program by using public spaces and transforming them into life science labs for the entire school.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

Schools administer the New York State Testing Program science assessment to students in 4th and 8th grade. This year, FLACS-II only enrolled kindergarten through 3rd grade student. As such, no students have taken the New York State science assessments. FLACS-II will have its first 4th grade in 2015-2016; results will be available at that time.

Results

No results are available as no enrolled students were eligible to take the NYS science test.

**Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A	0	N/A	0
8	N/A	0	N/A	0

Evaluation

No results are available as no enrolled students were eligible to take the NYS science test.

Additional Evidence

No results are available as no enrolled students were eligible to take the NYS science test.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A	0	N/A	0	N/A	0
8	N/A	0	N/A	0	N/A	0
All	N/A	0	N/A	0	N/A	0

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Since FLACS-II did not administer the NYS science assessment, no results are available.

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

No results are available as no enrolled students were eligible to take the NYS science test.

Additional Evidence

No results are available as no enrolled students were eligible to take the NYS science test.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

Summary of the Science Goal

FLACS-II does not have a 4th or 8th grade. No results are available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Applicable until 2015-2016
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not Applicable until 2015-2016

Action Plan

FLACS-II does not have a 4th or 8th grade. No results are available to use to create an action plan. FLACS-II intends to continue with its current science program for the 2015-2016 school year.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

SED has not yet determined a status for FLACS-II.

Evaluation

SED has not yet determined a status for FLACS-II. However, given the strong performance of the school on the NYS ELA and Mathematics exams, and the fact that the school far exceeded AMO in both areas, we anticipate that FLACS-II will be a school in "good standing" for 2014-2015.

NCLB Status by Year

Year	Status
2012-13	Not Applicable
2013-14	Not Applicable
2014-15	Not Yet Available



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/23/2015

Last updated: 07/30/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	2949495
Line 2: Year End Per Pupil Count	205
Line 3: Divide Line 1 by Line 2	14388

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	308873
Line 2: Management and General Cost (Column)	0
Line 3: Sum of Line 1 and Line 2	308873
Line 4: Year End Per Pupil Count	205
Line 5: Divide Line 3 by the Year End Per Pupil Count	1507

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
----------------------	-----------------------------	-------------------------------------	-------------------------------------



Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Family Life Academy Charter Schools II

Contact Name: Scott Quintero
Contact Title: Director of Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	52	52	52	78	26			
TOTAL ENROLLMENT = 260								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	260	0	260	0	260	0	260

NOTE:
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be com

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District		260		260		260		260

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

OOLS II

8	9	10	11	12

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY pleted.				
	ACTUAL ENROLLMENT BY QUARTER			
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN - FULL TIME EQUIVALENT

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Executive Management			1.0		1.0		1.0		1.0
Instructional Management									
Deans, Directors & Coordinators									
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff			1.0		1.0		1.0		1.0
TOTAL ADMINISTRATIVE STAFF		0.0	2.0	0.0	2.0	0.0	2.0	0.0	2.0
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular			1.0		1.0		1.0		1.0
Teachers - SPED			1.0		1.0		1.0		1.0
Substitute Teachers									
Teaching Assistants			1.0		1.0		1.0		1.0
Specialty Teachers			1.0		1.0		1.0		1.0
Aides									
Therapists & Counselors									
Other			1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL		0.0	5.0	0.0	5.0	0.0	5.0	0.0	5.0
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Nurse									
Librarian									
Custodian									
Security									
Other									
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE		0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0

IOOLS II

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

FAMILY LIFE ACADEMY CHARTER SCHO
Budget / Operating Plan
2015-16

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	-	844,975	#NAME?	#NAME?	844,975	#NAME?	#NAME?	844,975	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	260	-	-	260	-	-	260	
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	1.00	-	61,007	-	#NAME?	61,007	-	#NAME?	61,007
Instructional Management	-	-	-	-	#NAME?	-	-	#NAME?	-
Deans, Directors & Coordinators	-	-	-	-	#NAME?	-	-	#NAME?	-
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?	-
Administrative Staff	1.00	-	34,811	-	#NAME?	34,811	-	#NAME?	34,811
TOTAL ADMINISTRATIVE STAFF	2.00	-	95,817	-	#NAME?	95,817	-	#NAME?	95,817
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	1.00	-	155,029	-	#NAME?	155,029	-	#NAME?	155,029
Teachers - SPED	1.00	-	15,246	-	#NAME?	15,246	-	#NAME?	15,246
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	1.00	-	66,973	-	#NAME?	66,973	-	#NAME?	66,973
Specialty Teachers	1.00	-	51,550	-	#NAME?	51,550	-	#NAME?	51,550
Aides	-	-	-	-	#NAME?	-	-	#NAME?	-
Therapists & Counselors	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	1.00	-	7,500	-	#NAME?	7,500	-	#NAME?	7,500
TOTAL INSTRUCTIONAL	5.00	-	296,298	-	#NAME?	296,298	-	#NAME?	296,298
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	7.00	-	392,115	-	#NAME?	392,115	-	#NAME?	392,115
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	34,372	-	#NAME?	34,372	-	#NAME?	34,372
Fringe / Employee Benefits	-	-	27,067	-	#NAME?	27,067	-	#NAME?	27,067
Retirement / Pension	-	-	1,875	-	#NAME?	1,875	-	#NAME?	1,875
TOTAL PAYROLL TAXES AND BENEFITS	-	-	63,314	-	#NAME?	63,314	-	#NAME?	63,314
TOTAL PERSONNEL SERVICE COSTS	7.00	-	455,429	-	#NAME?	455,429	-	#NAME?	455,429
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	-	#NAME?	-	-	#NAME?	-
Legal	-	-	-	-	#NAME?	-	-	#NAME?	-
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Special Ed Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	1,250	-	#NAME?	1,250	-	#NAME?	1,250
TOTAL CONTRACTED SERVICES	-	-	1,250	-	#NAME?	1,250	-	#NAME?	1,250

OLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	844,973	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	260	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE	SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	31,170	-	#NAME?
Grants					
Stimulus	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	14,625	-	#NAME?
Other	-	#NAME?	4,954	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	#NAME?	1,875	-	#NAME?
Title I	-	#NAME?	36,810	-	#NAME?
Title Funding - Other	-	#NAME?	1,708	-	#NAME?
School Food Service (Free Lunch)	-	#NAME?	-	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	40,393	-	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	-	#NAME?	-	-	#NAME?
Fundraising	-	#NAME?	1,250	-	#NAME?
Erate Reimbursement	-	#NAME?	5,328	-	#NAME?
Earnings on Investments	-	#NAME?	-	-	#NAME?
Interest Income	-	#NAME?	100	-	#NAME?
Food Service (Income from meals)	-	#NAME?	-	-	#NAME?
Text Book	-	#NAME?	-	-	#NAME?
OTHER	-	#NAME?	60,021	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	66,699	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

OLS II

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	844,973	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	260	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	-	#NAME?	61,007	-	#NAME?
Instructional Management	-	-	#NAME?	-	-	#NAME?
Deans, Directors & Coordinators	-	-	#NAME?	-	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	#NAME?	-	-	#NAME?
Administrative Staff	1.00	-	#NAME?	34,811	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	2.00	-	#NAME?	95,817	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	1.00	-	#NAME?	155,029	-	#NAME?
Teachers - SPED	1.00	-	#NAME?	15,246	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	1.00	-	#NAME?	66,973	-	#NAME?
Specialty Teachers	1.00	-	#NAME?	51,549	-	#NAME?
Aides	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	-	-	#NAME?	-	-	#NAME?
Other	1.00	-	#NAME?	7,500	-	#NAME?
TOTAL INSTRUCTIONAL	5.00	-	#NAME?	296,297	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	-	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	7.00	-	#NAME?	392,115	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	#NAME?	34,371	-	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	27,067	-	#NAME?
Retirement / Pension	-	-	#NAME?	1,875	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	63,313	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	7.00	-	#NAME?	455,428	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	-	-	#NAME?	-	-	#NAME?
Legal	-	-	#NAME?	-	-	#NAME?
Management Company Fee	-	-	#NAME?	-	-	#NAME?
Nurse Services	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	#NAME?	-	-	#NAME?
Payroll Services	-	-	#NAME?	-	-	#NAME?
Special Ed Services	-	-	#NAME?	-	-	#NAME?
Titlement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	#NAME?	1,250	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	#NAME?	1,250	-	#NAME?

OLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	844,973	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	260	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?		-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	6,250	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	14,907	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	925	-	#NAME?
Telephone	-	#NAME?	3600	-	#NAME?
Technology	-	#NAME?	8,125	-	#NAME?
Student Testing & Assessment	-	#NAME?	4,831	-	#NAME?
Field Trips	-	#NAME?	3,750	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	-	-	#NAME?
Office Expense	-	#NAME?	11,925	-	#NAME?
Staff Development	-	#NAME?		-	#NAME?
Staff Recruitment	-	#NAME?		-	#NAME?
Student Recruitment / Marketing	-	#NAME?		-	#NAME?
School Meals / Lunch	-	#NAME?	63,430	-	#NAME?
Travel (Staff)	-	#NAME?	250	-	#NAME?
Fundraising	-	#NAME?	375	-	#NAME?
Other	-	#NAME?	3,954	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	122,322	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?		-	#NAME?
Janitorial	-	#NAME?	6,250	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	157,224	-	#NAME?
Repairs & Maintenance	-	#NAME?	7,500	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	45,000	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	215,974	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	50,000	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	844,973	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

OLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	844,973	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	260	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	260	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	260	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,250	-	#NAME?

FAMILY LIFE ACADEMY CHAI
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	3,379,899	#NAME?	#NAME?	(3,379,899)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES					
2015-16					
Per Pupil Revenue					
Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	124,680	#NAME?	#NAME?	124,680	#NAME?
Grants					
Stimulus	-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-	#NAME?
Other	58,500	#NAME?	#NAME?	58,500	#NAME?
Other	19,815	#NAME?	#NAME?	19,815	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	7,500	#NAME?	#NAME?	7,500	#NAME?
Title I	147,241	#NAME?	#NAME?	147,241	#NAME?
Title Funding - Other	6,831	#NAME?	#NAME?	6,831	#NAME?
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	161,572	#NAME?	#NAME?	161,572	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	-	#NAME?	#NAME?	-	#NAME?
Fundraising	5,000	#NAME?	#NAME?	5,000	#NAME?
Erate Reimbursement	21,312	#NAME?	#NAME?	21,312	#NAME?
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?
Interest Income	400	#NAME?	#NAME?	400	#NAME?
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?
Text Book	-	#NAME?	#NAME?	-	#NAME?
OTHER	240,084	#NAME?	#NAME?	240,084	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	266,796	#NAME?	#NAME?	266,796	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

FAMILY LIFE ACADEMY CHAI
Budget / Operatin
2015-16

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		3,379,899	#NAME?	#NAME?	(3,379,899)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	244,027	#NAME?	#NAME?	(244,027)	#NAME?
Instructional Management	-	-	#NAME?	#NAME?	-	#NAME?
Deans, Directors & Coordinators	-	-	#NAME?	#NAME?	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	1.00	139,242	#NAME?	#NAME?	(139,242)	#NAME?
TOTAL ADMINISTRATIVE STAFF	2.00	383,269	#NAME?	#NAME?	(383,269)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	1.00	620,116	#NAME?	#NAME?	(620,116)	#NAME?
Teachers - SPED	1.00	60,983	#NAME?	#NAME?	(60,983)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	1.00	267,893	#NAME?	#NAME?	(267,893)	#NAME?
Specialty Teachers	1.00	206,199	#NAME?	#NAME?	(206,199)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	-	-	#NAME?	#NAME?	-	#NAME?
Other	1.00	30,000	#NAME?	#NAME?	(30,000)	#NAME?
TOTAL INSTRUCTIONAL	5.00	1,185,191	#NAME?	#NAME?	(1,185,191)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		7.00	1,568,460	#NAME?	#NAME?	(1,568,460)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		137,487	#NAME?	#NAME?	(137,487)	#NAME?
Fringe / Employee Benefits		108,267	#NAME?	#NAME?	(108,267)	#NAME?
Retirement / Pension		7,500	#NAME?	#NAME?	(7,500)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		253,254	#NAME?	#NAME?	(253,254)	#NAME?
TOTAL PERSONNEL SERVICE COSTS		7.00	1,821,715	#NAME?	#NAME?	(1,821,715)
CONTRACTED SERVICES						
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		5,000	#NAME?	#NAME?	(5,000)	#NAME?
TOTAL CONTRACTED SERVICES		5,000	#NAME?	#NAME?	(5,000)	#NAME?

FAMILY LIFE ACADEMY CHAI
Budget / Operatin
2015-16

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	3,379,899	#NAME?	#NAME?	(3,379,899)	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses					
Net Income					
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	59,626	#NAME?	#NAME?	(59,626)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	3,700	#NAME?	#NAME?	(3,700)	#NAME?
Telephone	14,400	#NAME?	#NAME?	(14,400)	#NAME?
Technology	32,500	#NAME?	#NAME?	(32,500)	#NAME?
Student Testing & Assessment	19,325	#NAME?	#NAME?	(19,325)	#NAME?
Field Trips	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	-	#NAME?	#NAME?	-	#NAME?
Office Expense	47,700	#NAME?	#NAME?	(47,700)	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?
School Meals / Lunch	253,720	#NAME?	#NAME?	(253,720)	#NAME?
Travel (Staff)	1,000	#NAME?	#NAME?	(1,000)	#NAME?
Fundraising	1,500	#NAME?	#NAME?	(1,500)	#NAME?
Other	15,815	#NAME?	#NAME?	(15,815)	#NAME?
TOTAL SCHOOL OPERATIONS	489,286	#NAME?	#NAME?	(489,286)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	#NAME?	-	#NAME?
Janitorial	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	628,899	#NAME?	#NAME?	(628,899)	#NAME?
Repairs & Maintenance	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	180,000	#NAME?	#NAME?	(180,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	863,899	#NAME?	#NAME?	(863,899)	#NAME?
DEPRECIATION & AMORTIZATION	200,000	#NAME?	#NAME?	(200,000)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	3,379,899	#NAME?	#NAME?	(3,379,899)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

RTER SCHOOLS II
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	1.00
TOTAL ADMINISTRATIVE STAFF	2.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	1.00
Teachers - SPED	1.00
Substitute Teachers	-
Teaching Assistants	1.00
Specialty Teachers	1.00
Aides	-
Therapists & Counselors	-
Other	1.00
TOTAL INSTRUCTIONAL	5.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

SUBTOTAL PERSONNEL SERVICE COSTS	7.00
---	-------------

PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	-

TOTAL PERSONNEL SERVICE COSTS	7.00
--------------------------------------	-------------

CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	-

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

RTER SCHOOLS II
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

FAMILY LIFE ACADEMY CHARTER SCHOOLS II
BALANCE SHEET
2015-16

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

FAMILY LIFE ACADEMY CHARTER SCHOOLS II

Budget / Operating Plan

2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Current Budget			Current Budget		
	Actual		Variance	Actual		Variance	Actual

EXPENSES

	Quarter 0 No. of Positions						
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	#NAME?	-	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES	Quarter 0				
	No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	-	#NAME?	#NAME?
Retirement / Pension		#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit		#NAME?	-	#NAME?	#NAME?
Legal		#NAME?	-	#NAME?	#NAME?
Management Company Fee		#NAME?	-	#NAME?	#NAME?
Nurse Services		#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	-	#NAME?	#NAME?
Payroll Services		#NAME?	-	#NAME?	#NAME?
Special Ed Services		#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	-	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES	#NAME?	#NAME?	-	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

:HOOLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	3,379,899	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY		P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
	Original Budget - TY	Original Budget TY	Actual CY	Actual PY

EXPENSES		Quarter 0 No. of Positions	Original Budget - TY	Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	#NAME?	244,027	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	139,242	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	383,269	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	620,116	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	60,983	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	267,893	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	206,199	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	30,000	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	1,185,191	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	1,568,460	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	#NAME?	137,487	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	108,267	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension	#NAME?	7,500	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	253,254	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	1,821,715	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	5,000	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	5,000	#NAME?	#NAME?	#NAME?	#NAME?

:HOOLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	3,379,899	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	-	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	25,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	59,626	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	3,700	#NAME?	#NAME?	#NAME?
Telephone	14,400	#NAME?	#NAME?	#NAME?
Technology	32,500	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	19,325	#NAME?	#NAME?	#NAME?
Field Trips	15,000	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	-	#NAME?	#NAME?	#NAME?
Office Expense	47,700	#NAME?	#NAME?	#NAME?
Staff Development	-	#NAME?	#NAME?	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	#NAME?
School Meals / Lunch	253,720	#NAME?	#NAME?	#NAME?
Travel (Staff)	1,000	#NAME?	#NAME?	#NAME?
Fundraising	1,500	#NAME?	#NAME?	#NAME?
Other	15,815	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	489,286	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	-	#NAME?	#NAME?	#NAME?
Janitorial	25,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	628,899	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	30,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	180,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	863,899	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	200,000	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	3,379,899	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

:HOOLS II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	3,379,899	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	S	Actual vs. Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
ALL OTHER School Districts: (Count = 0)				-	-
TOTAL ENROLLMENT				-	-
REVENUE PER PUPIL				-	-
EXPENSES PER PUPIL				-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
FAMILY LIFE ACADEMY CHARTER SCHOOLS II
2015-16

Administrative expenditures per pupil:	\$0.00
--	--------

Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a8>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	PEDRO	ALVAREZ

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

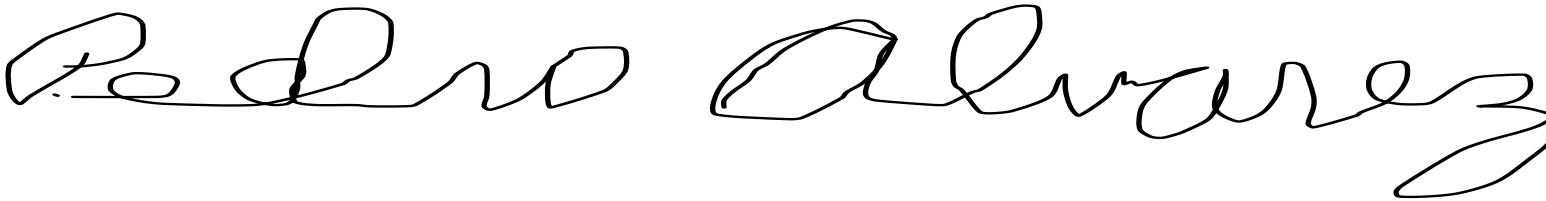
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Pedro Alvarez". The signature is written in a cursive style with a large, looping 'P' and 'A'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/22>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	marvin	dutton

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/cf>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Kevin	Kearns

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

(No response)

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CFO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	Finance and Human Resources
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	60000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	10/25/2008

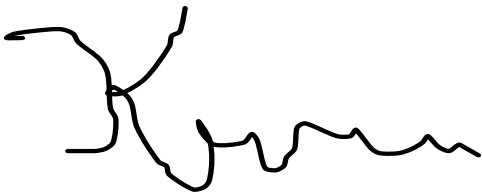
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/1c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Luz-Maria	Lambert

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: member at large
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

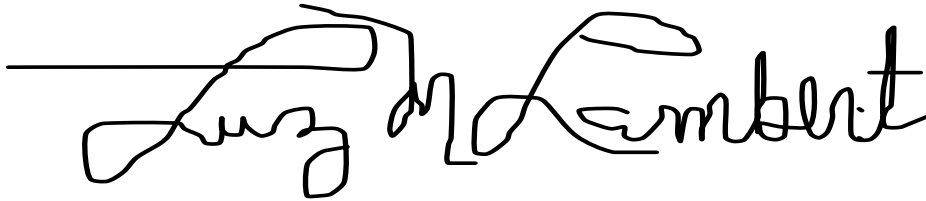
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, written on a horizontal line. The signature is cursive and appears to read "Luz M. Lambert".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/58>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Janet	Lerner

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

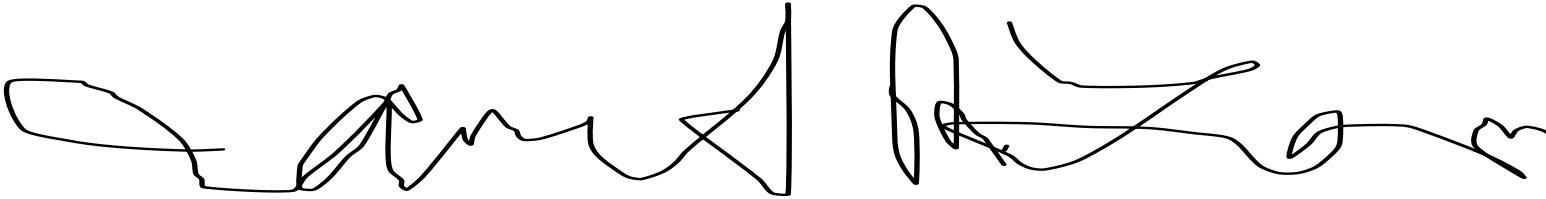
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink, one on the left and one on the right, both appearing to be cursive and somewhat stylized.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, November 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/65>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Bernarda	Martinez

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

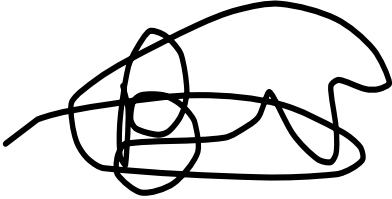
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/48>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Greg	Nannery

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No


11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Gregory L. ...". The signature is written in a cursive style with some loops and flourishes.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/35>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Miguel	Pena

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Treasurer
-
- Secretary
-
- Parent Representative

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

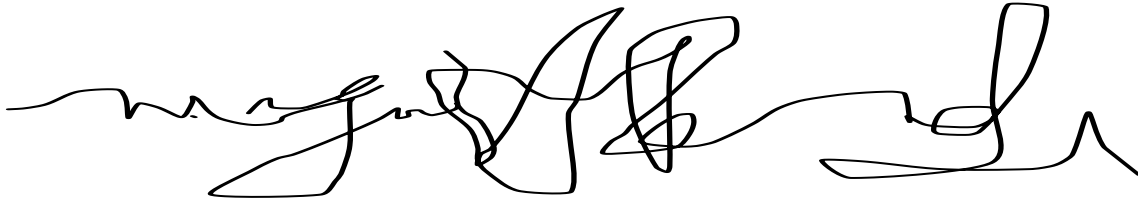
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a cursive name, possibly "M. J. [unclear]". The signature is written in a fluid, connected style with some loops and flourishes.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/6b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Susana	rivera Leon

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CEO of LPAC
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	managing officer of community sponsor
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	\$85000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	January 2015

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	2012	Employment	did not vote	marilyn calo
2				
3				
4				
5				

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/2f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Raymond	Rivera

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Handwritten signature of Raymond Rivers in black ink.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, August 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/42>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Hilda	Sanchez

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Chair of Accountability Committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

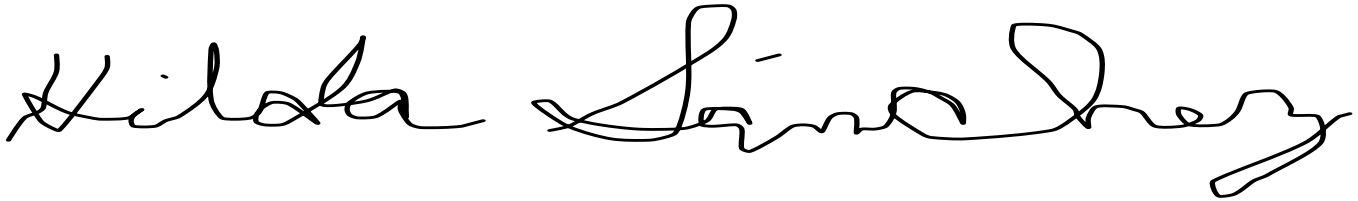
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Hilala Lina Reyes". The signature is written in a cursive style with a large initial 'H' and a long, sweeping underline.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/5e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Wanda	Torres

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

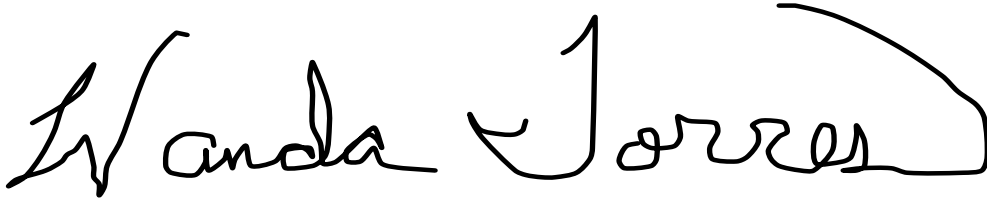
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Wanda Jones". The signature is written in a cursive style with a large, sweeping initial 'W' and a large, sweeping final 'J'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/27>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Florence	Wolpoff

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Accountability committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

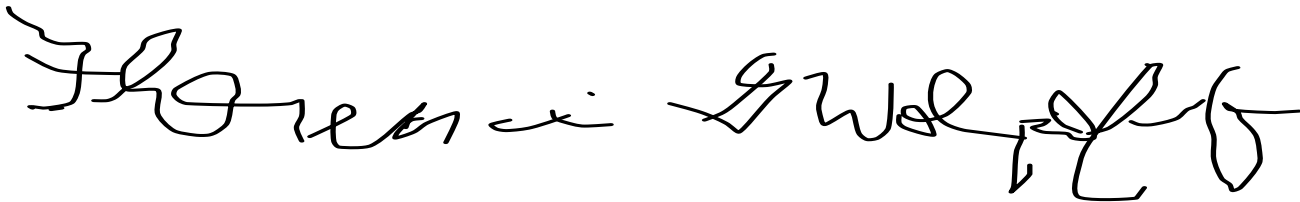
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	semi monthly	Consultant	did not vote or participate in discussions	Martin Wolpoff Husband
2				
3				
4				
5				

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.



Appendix F: BOT Membership Table

Created: 07/22/2015

Last updated: 07/28/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Pedro Alvarez	[REDACTED]	Chair/Board President	Yes	Facilities Committee	1
2	Kevin Kerns	[REDACTED]	Vice Chair/Vice President	Yes	Accountability Committee	1
3	Miguel Pena	[REDACTED]	Treasurer	Yes	Finance Committee; Fundraising Committee	1
4	Greg Nannery	[REDACTED]	Secretary	Yes	Finance Committee	3
5	Marvin Dutton	[REDACTED]	Trustee/Member	Yes		1
6	Luz-Maria Lambert	[REDACTED]	Trustee/Member	Yes	Fundraising Committee	1
7	Janet Lerner	[REDACTED]	Trustee/Member	Yes	Accountability Committee	1
8	Francisco Lugovina	[REDACTED]	Other	No	Facilities Committee	3
9	Bernarda Martinez	[REDACTED]	Parent Representative	Yes	PTA President	1
10	Rev. Raymond Rivera	[REDACTED]	Trustee/Member	Yes	Nomination Committee; Facilities Committee	1
11	Susana Rivera Leon	[REDACTED]	Trustee/Member	Yes	Nomination Committee	1
12	Hilda Sanchez	[REDACTED]	Trustee/Member	Yes	Accountability Committee; Fundraising Committee	3
13	Wanda Torres	[REDACTED]	Trustee/Member	Yes	Fundraising Committee	3
14	Florence Wolpoff	[REDACTED]	Trustee/Member	Yes	Accountability Committee	3
15						

16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

7

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

21

5. How many times did the Board meet during the 2014-15 school year?

9

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

Recruitment and Retention

From its origins, the founders of FLACS sought to attract and effectively work with second language learners, immigrant children and students from poverty communities. To ensure that FLACS, and its replicated schools, could attract and provide for the education of such students, the FLACS Network has sited FLACS schools in neighborhoods with high concentrations of these populations. Without providing for any preferential admissions policy, the pool of students seeking admissions have been, and continue to be, representative of the community at large as noted in the demographics of the community school districts in which the FLACS schools are located (districts 7 and 9). These demographics include student who are ESL, special education and receive free and reduced lunch.

In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school. In addition, FLACS Network schools have earned reputations as safe, caring schools with a history of student-initiated community service. In addition, FLACS is known for its healthy and unique food program, augmented by its community gardens.

FLACS has always maintained high student retention levels which has resulted in a minimum percentage of students having to be drawn from the waiting lists. In 2014-2015 the FLACS Network conducted the three lotteries on the same day at FLACS-I at different times. All three schools met their recruitment targets with a waiting list from which all three schools could draw, if needed.

ANNOUNCEMENT!

Family Life Academy Charter Schools (FLACS)
are accepting enrollment applications for the
2015-2016 school year.

Note below that we have three locations each
with different vacancies.

FLACS Flagship School
14 West 170th Street
Bronx, New York 10452
Grades K-8

LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM

at

14 West 170th Street
Bronx, New York 10452

FLACS II
296 East 140th Street
Bronx, New York 10454
Grades K-4

By 2019-2020 Grades K-8

LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM

at

14 West 170th Street
Bronx, New York 10452

FLACS III
370 Gerard Avenue
Bronx, New York 10451
Grades K-2

By 2021-2022 Grades K-8

LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM

at

14 West 170th Street
Bronx, New York 10452

**Open House Dates to be announced shortly.
Be on the lookout for date postings.**

- **You can — and should — apply to all three schools for primary grades**
- **FLACS Flagship School Website: www.flacsny.com**
- **FLACS II website: www.flacs2nyc.com**
- **FLACS III website: use website www.flacsny.com and click link for FLACS III**



! ANUNCIO !

Las escuelas

Family Life Academy Charter Schools (FLACS)
Estan aceptando aplicaciones para el año
escolar 2014-2015

Observe que tenemos tres locales cada uno
con diferente numero de vacantes.

<p>FLACS Escuela Timon 14 West 170th Street Bronx, New York 10452 Grados K-8</p> <p>Día de lotería será 4 de abril, 2014 a las 10:30 AM</p> <p>Para más información venga a nuestra casa abierta en los siguientes días:</p> <p>Sábado, enero 25-10:00 a 11:30 AM Viernes, febrero 7—2:30 a 3:30 PM Sábado, marzo 8-10:00 a 11:30 AM</p> <p>CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM Jueves, marzo 27-6:00 a 7:30 PM</p>	<p>FLACS II 296 East 140th Street Bronx, New York 10454 Grados K-3</p> <p>Expandiendo a los grados K – 8 en el 2019-2020</p> <p>Día de lotería será 4 de Abril, 2014 a las 4:30 PM</p> <p>Para más información venga a nuestra casa abierta en los siguientes días:</p> <p>viernes, enero 31-9:30 a 11:00 AM jueves, febrero 27-9:30 a 11:00 AM viernes, marzo 14-5:30 a 6:30 PM</p> <p>CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM</p>	<p>FLACS III 370 Gerard Avenue Bronx, New York 10451 Grados K-1</p> <p>Expandiendo a los grados K – 8 en el 2021-2022</p> <p>Día de lotería Y Casa Abierta</p> <p>FECHA Y HORA CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM</p>
--	--	--

- **Usted puede — y debe — aplicar a las tres escuelas para los grados primarios**
- **FLACS Escuela Timón dirección electrónica: www.flacsny.com**
- **FLACS II dirección electrónica: www.flacs2nyc.com**
- **FLACS III dirección electrónica: use www.flacsny.com y haga click para la aplicación de FLACS III**





Appendix I: Teacher and Administrator Attrition

Created: 07/28/2015

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	9	5	4

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	2	0	0

Thank you