

# Application: Albany Leadership Charter High School for Girls

Darius Romero - dromero@albanyleadership.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960

**a1. Popular School Name**

(No response)

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

ALBANY CITY SD

**d. DATE OF INITIAL CHARTER**

7/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2009

**h. SCHOOL WEB ADDRESS (URL)**

<https://www.albanyleadershiphigh.org>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

420

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

285

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

9, 10, 11, 12

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

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

## School Site 1 (Primary)

### m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	19 Hackett Blvd. Albany, NY 12208	518-694-5300	Albany	6, 9-12	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carina D. Cook	518-694-5300		
Operational Leader	Ryan Smith	518-694-5300		
Compliance Contact	Ryan Smith	518-694-5300		
Complaint Contact	Elizabeth Robertson	518-857-8989		
DA A Coordinator	James Thomas	518-694-5300		
Phone Contact for After Hours Emergencies	Ryan Smith	518-694-5300		

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

[Permanent Certificate of Occupancy.pdf](#)

**Filename:** Permanent Certificate of Occupancy.pdf **Size:** 50.4 kB

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**Site 1 Fire Inspection Report**

[Fire Inspection.pdf](#)

**Filename:** Fire Inspection.pdf **Size:** 406.6 kB

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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**n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

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## n2. 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 School Name	Change from Albany Leadership Charter High School for Girls to Albany Leadership Charter School for Girls	3/29/2021	
2	Change in Grade Level Configuration	Change from 9-12 to 6 & 9-12 in 2021-2022 and 6-7 & 9-12 in 2022-2023	3/29/2021	
3				
4				
5				

### More revisions to add?

No

### o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Darius Romero
Pos t on	Information Systems and Assessment Administrator
Phone/Extension	518-694-5300
Email	<a href="mailto:dromero@albanyleadership.org">dromero@albanyleadership.org</a>

**p. Our signatures (Executive Director/School Leader/Head of S ool and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

**q. Our signatures (Executive Director/School Leader/Head of S ool and Board President) 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. Click **YES** to agree and then 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**

.



Signature, President of the Board of Trustees

.

Date

Aug 2 2021



Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Sep 16 2021

### Instructions

## SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### 2020-2021 Accountability Plan Progress Report

**Filename:** 2020 2021 Accountability Plan Progr ySW2Od3.pdf **Size:** 700.0 kB

## Entry 4 - Audited Financial Statements

Incomplete

### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

In Progress Last edited: Aug 2 2021 Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## Form for "Financial Services Contact Information"

## 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Ryan Smith	<a href="mailto:rsmith@albanyleadership.org">rsmith@albanyleadership.org</a>	518-694-5300

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

## 3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### [2021-2022 Annual Budget](#)

**Filename:** 2021 2022 Annual Budget.xlsx **Size:** 534.4 kB

# Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

## Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### EB

Filename: EB.pdf Size: 133.1 kB

### MM

Filename: MM.pdf Size: 274.8 kB

### AH

Filename: AH.pdf Size: 362.4 kB

### ER

Filename: ER.pdf Size: 393.0 kB

### SB

Filename: SB.pdf Size: 506.5 kB

### EH

Filename: EH.pdf Size: 189.1 kB

### SCW

Filename: SCW.pdf Size: 192.3 kB

### JC

Filename: JC.pdf Size: 184.4 kB

# Entry 7 BOT Membership Table

Completed Aug 2 2021

## Instructions

### Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Elizabeth Robertson	[REDACTED]	Chair	Ex Officio on All, Finance	Yes	5	07/01/2021	06/30/2024	9
2	Margaret Moree	[REDACTED]	Treasurer	Finance, Chair; Accountability	Yes	6	07/01/2020	06/30/2023	8

3	Sharon Cates-Williams		Trustee/Member	Accountability	Yes	2	07/01/2020	01/25/2021	5 or less
4	James J. Celestine		Trustee/Member	None	Yes	2	07/01/2020	06/30/2023	8
5	Arricka Harrison		Parent Rep	None	Yes	1	07/01/2020	06/30/2021	7
6	Eldon Harris		Trustee/Member	None	Yes	2	07/01/2020	06/30/2023	8
7	Etwin Bowman		Trustee/Member	Accountability	Yes	2	07/01/2019	06/30/2022	9
8	Sharon Bowles		Trustee/Member	None	Yes	1	03/29/2021	06/30/2023	5 or less
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

### 3. Number of Board meetings held during 2020-2021

9

### 4. Number of Board meetings scheduled for 2021-2022

10

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

# Entry 9 Enrollment & Retention

Completed Aug 2 2021

## Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<ul style="list-style-type: none"><li>- Distribute recruitment materials to all Albany Housing Authority residents</li><li>- Place yard signs in strategic areas around the school and in low income neighborhoods</li><li>- Meal program was covered when talking with families</li><li>- Include meal program information on recruitment</li></ul>	<ul style="list-style-type: none"><li>- Distribute recruitment materials to all Albany Housing Authority residents</li><li>- Place yard signs in strategic areas around the school and in low income neighborhoods</li><li>- Meal program was covered when talking with families</li><li>- Include meal program information on recruitment</li></ul>



	materials	materials
English Language Learners	<ul style="list-style-type: none"> <li>- All materials to be printed in multiple languages including the schools most frequent languages Spanish and Arabic.</li> <li>- Translators provided at school events</li> <li>- New ELL family open houses</li> <li>- Translation available on school website</li> <li>- Student Support Services area on school website</li> <li>- Specific marketing efforts put out in languages other than English</li> <li>- ELL program review at school open houses</li> <li>- ELL program review mentioned in marketing materials</li> </ul>	<ul style="list-style-type: none"> <li>- ELL program review at school open houses</li> <li>- Outreach by multilingual staff</li> <li>- Outreach to feeder school and programs that discusses ELL program</li> <li>- ELL program review mentioned in marketing materials</li> <li>- Specific marketing efforts put out in languages other than English</li> <li>- Connection with translation company to ensure that materials are available in all languages spoken by families at our ALCS.</li> <li>- Translators provided at school events</li> <li>- Additional minutes provided beyond NYS required minutes.</li> </ul>
Students with Disabilities	<ul style="list-style-type: none"> <li>- SPED program review at school open house</li> <li>- Student Support Services area on school website</li> <li>- Outreach to feeder school and programs that discusses SPED program</li> <li>- SPED program review mentioned in marketing materials</li> <li>- Outreach to feeder school and programs that discusses SPED program</li> </ul>	<ul style="list-style-type: none"> <li>- SPED program review at school open house</li> <li>- SPED program review mentioned in marketing</li> <li>- SPED program review at school open house</li> <li>- Student Support Services area on school website</li> <li>- Outreach to feeder schools and programs that discusses SPED program.</li> </ul>

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	- Provide services at Albany Leadership to connect families	- Provide services at Albany Leadership to connect families

Economically Disadvantaged	<ul style="list-style-type: none"> <li>with outside resources</li> <li>- Provides free breakfast and lunch to all students</li> <li>- Provides Food Pantry for any student and family in need</li> <li>- Helps support families with purchasing uniforms to not have that be a barrier</li> </ul>	<ul style="list-style-type: none"> <li>with outside resources</li> <li>- Provides free breakfast and lunch to all students</li> <li>- Provides Food Pantry for any student and family in need</li> <li>- Helps support families with purchasing uniforms to not have that be a barrier</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>- Interviews conducted with students and families prior to the start of the school year. - Interviews provide time for parents and families to connect with the ELL team as well as ensure the team has the preferred language and mode in which to communicate with families.</li> <li>- Additional academic support period added to the school day.</li> <li>- Additional instructional minutes</li> <li>- ELL/General Education teachers have designated co-planning time to ensure students are receiving needed accommodations and modifications.</li> <li>- Summer program provided to address summer learning loss.</li> <li>- Students assigned to case worker to ensure families are informed of students' current academic support. provided to students beyond NYS mandated requirements</li> <li>- Addition of ELL parent night to provide families with the opportunity to share cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews conducted with students and families prior to the start of the school year. Interviews provide time for parents and families to connect with the ELL team as well as ensure the team has the preferred language and mode in which to communicate with families.</li> <li>- Additional academic support period added to the school day.</li> <li>- Additional instructional minutes</li> <li>- ELL/General Education teachers have designated co-planning time to ensure students are receiving needed accommodations and modifications.</li> <li>- Summer program provided to address summer learning loss.</li> <li>- Students assigned to case workers to ensure families are informed of students' current academic support. provided to students beyond NYS mandated requirements</li> <li>- Addition of ELL parent night to provide families with the opportunity to share cultures.</li> <li>- Connection with RBERN to provide professional development.</li> <li>- Providing the opportunity for involvement with the seal of biliteracy.</li> </ul>

<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>- Weekly parent phone calls made to ensure parents are aware of their students' progress toward designated goal(s).</li> <li>- Students are assigned caseworkers to ensure families are informed of students' current academic and/or behavior standing.</li> <li>- Co-teaching, counseling, and resource room supports provided as recommended.</li> <li>- SPED teacher/General Education teachers assigned coplanning periods to ensure students are provided with academic rigor and necessary accommodations and modifications.</li> <li>- Assessment data monitored as a student support team so all SPED staff understand the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly parent phone calls made to ensure parents are aware of their students' progress toward designated goal(s).</li> <li>- Students are assigned caseworkers to ensure families are informed of students' current academic and/or behavior standing.</li> <li>- Co-teaching, counseling, and resource room supports provided as recommended.</li> <li>- SPED teacher/General Education teachers assigned coplanning periods to ensure students are provided with academic rigor and necessary accommodations and modifications.</li> <li>- Assessment data monitored as a student support team so all SPED staff understand the needs of students.</li> </ul>
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## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

### Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	



## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Aug 2 2021

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### **2021-2022 Draft Calendar 6-29-21**

**Filename:** 2021 2022 Draft Calendar 6 29 21.pdf **Size:** 202.5 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **Albany Leadership Charter High School for Girls**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/alchsar1920.pdf">https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/alchsar1920.pdf</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.albanyleadershiphigh.org/board-of-trustees/">https://www.albanyleadershiphigh.org/board-of-trustees/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.albanyleadershiphigh.org/board-of-trustees/">https://www.albanyleadershiphigh.org/board-of-trustees/</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/essa.php?year=2020&amp;instid=800000068133">https://data.nysed.gov/essa.php?year=2020&amp;instid=800000068133</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.albanyleadershiphigh.org/admissions/apply/">https://www.albanyleadershiphigh.org/admissions/apply/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://www.albanyleadershiphigh.org/wp-content/uploads/2020/09/ALH-Safety-Plan-2020-2021-9-28-20.pdf">https://www.albanyleadershiphigh.org/wp-content/uploads/2020/09/ALH-Safety-Plan-2020-2021-9-28-20.pdf</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.albanyleadershiphigh.org/wp-content/uploads/2020/08/2020-2021-Student-Code-of-Conduct-and-Parent-Handbook-converted-Final.pdf">https://www.albanyleadershiphigh.org/wp-content/uploads/2020/08/2020-2021-Student-Code-of-Conduct-and-Parent-Handbook-converted-Final.pdf</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/ALCS-FOIL-Policy.pdf">https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/ALCS-FOIL-Policy.pdf</a>
8. Subject matter list of FOIL records	<a href="https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/FOIL_subject_matter_list.pdf">https://www.albanyleadershiphigh.org/wp-content/uploads/2021/07/FOIL_subject_matter_list.pdf</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### INSTRUCTIONS

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**ALBANY LEADERSHIP  
CHARTER SCHOOL FOR GIRLS**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2021

By Carina D. Cook, Principal/CEO

19 Hackett Blvd.  
Albany, NY 12208

(518) 694-5300

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook and Darius Romero, Information Systems and Assessment Administrator, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Elizabeth Robertson	Chair/Board President	Accountability, Finance
Margaret Moree	Secretary/Treasurer	Accountability, Finance
Sharon Bowles	Trustee	
Etwin Bowman	Trustee	Accountability
James J. Celestine	Trustee	
Eldon Harris	Trustee	
Arricka Harrison	Trustee	

**Carina D. Cook has served as the school leader since August 17, 2018. Prior to assuming the school leader position, Ms. Cook served for two years as the school’s Director of Curriculum, Instruction & Assessment.**

## SCHOOL OVERVIEW

### ALCS KEY DESIGN ELEMENTS

Albany Leadership Charter School for Girls (ALCS) possesses strategic design elements intended to result in greater student achievement and college and career readiness. These elements include single gender education, extended day and school year, college preparatory programming, a robust college in the high school program, character education through service learning, social-emotional learning, and AVID.

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunities, custom-tailored learning and instruction and the exercising of greater autonomy. ALH seeks to maximize these benefits for our students in every aspect of our school in order to ensure that we cultivate great scholars and true leaders.

ALCS continuously strives to offer an academic program that incorporates unique opportunities and multi-level supports to our students. Double blocks of English Language Arts and Mathematics, starting in Grade 9, help our students close the education gaps that they often come to us with, while establishing a strong foundation in literacy, writing, and numeracy. Writing Foundations and Math Foundations, as courses supplemental to Regents and Regents-aligned classes at each grade level, are meant to not only provide the support for passing, but excelling, on Regents exams throughout each student's ALCS experience. Additional supports for remedial math and ELA skills exist in the form small-group Tier 2 and full-period Tier 3 MTSS classes.

Throughout an ALCS student's high school career, students will participate in college visits, attend college fairs, complete the college application process and apply for financial aid. ALCS emphasizes the attainability of college acceptance and graduation. To this end, ALCS offers extensive, high-quality College in the High School and Advanced Placement coursework with a commitment to expanding pathways to graduation through internship and work-based learning experiences. Our Career Pathway Exploration Internship Program helps students to understand the connections between high school, college, and careers. The program is meant to provide students with meaningful workplace experiences that give students an understanding of the skills and educational requirements needed for various careers, as well as to introduce students to positive role models in the field who will share their experience and professional expertise.

To further enhance our students' success, ALCs has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 9-12. The mission of AVID® is to ensure that all students participating in the program are capable of completing a college preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

- will succeed in a rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

Both the Career Exploration Internship Program and AVID® were piloted during the 2018-2019 school year and we continue to establish, develop, and maintain the high-quality standards the programs are grounded in.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALCS also underscores the importance of strong character through its core C.L.E.A.R. Values and commitment to service learning. ALCS's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life. All ALCS students are required to complete a minimum of 100 hours of community service by graduation through our Service-Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service. For the 2020-2021 school year, ALCS developed an explicit social-emotional learning program (SEL) aligned with the New York State Social-Emotional Learning Benchmarks and The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. This program was administered during our C.L.E.A.R. Day Advisory periods, twice a month, for 57 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence.

In our unwavering dedication to providing the necessary supports for our students, and to enhance and improve their experience and preparation, ALCS' First-Year Academy is a collaboration among all-stakeholders, with a targeted team approach for our incoming first-year (Grade 9) students. First-year students are located on the first floor of our building, where they have their lockers and, for most students, attend all of their classes. In addition to the smaller learning environment that the First-Year Academy provides, teachers, leadership, student support staff, and culture staff work as a team to build the academic, character, and community foundation that will mold and define the future of Albany Leadership, which began with the 2019 cohort.

To assist with meeting students' social/emotional needs, our SEL platform, Panorama, which was introduced in the 2018-19 school year, has now been fully implemented school-wide. Through this program, the Student Support Team is able to track targeted student interventions and supports and align those supports with academic and attendance needs. Panorama also helps support in the administration of student surveys, which are conducted three times a year, allowing real time responses and necessary program modifications as we continually strive to meet the needs of all students.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ALCS continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2021, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2020 class had a 91 percent graduation rate and the 2021 class boasted an 83 percent graduation rate. This is evidence that we have established and continue to build upon the program for success and advancement, as we strive for a 100 percent graduation rate.

Since the onset of the pandemic, Albany Leadership Charter School for Girls has been committed to not only continuing to provide the highest quality academic programming, we have dedicated ourselves as a community to meet the needs of all, while maintaining the highest levels of engagement possible. The impact and effects of the pandemic have been far reaching and ongoing, with the uncertainty of the future continuing to bring stress and anxiety for students, families, and staff alike. But it is the resolve and resiliency of our community that drives us ever forward, strengthening our commitment to our mission and our charter.

Below are the learning modalities that ALCS adopted for the 2020-2021 school year. We offered students and families the opportunity to request a change in Learning Group each period of progress (every five weeks) through an online registration link. This learning model allowed us to utilize our existing facilities and classrooms with 50% or fewer students in attendance, which was aligned with our health and safety guidelines and procedures, as well as social distancing guidelines imposed by NYSED and NYSDOH.

ALCS shifted to “Asynchronous Wednesdays” mid-November in response to the strain and challenges of hybrid and remote instruction and learning.

### Daily \*Synchronous Learning Model

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Group Four (Fully Remote)				
	Group Three				
1	Group One	Group Two	Group One**	Group One	Group Two
2	Group One	Group Two	Group Two**	Group One	Group Two

**Summary:**

Three in-person groups, one remote:

**Group One - General Education population, last name A-K**

**Group Two - General Education population, last name L-Z**

**Group Three - Special Populations (ENL, SWD) and students from families requesting daily in-school instruction (pending availability)**

### Group Four - Students from families requesting daily out-of-school instruction

***\*Groups One and Two will rotate attendance on Wednesdays.***

**Group One and Group Two:** In-person learning on two consistent days per week; synchronous remote learning for out-of-school days

**Group Three:** In-person learning daily, working with assigned co-teachers

**Group Four:** Synchronous remote learning, or \*\*\*asynchronous remote learning for certain approved classes

\*Synchronous Learning - Synchronous learning refers to a learning in which a group of participants is engaged in learning at the same time, whether online or in-person.

\*\*\*Asynchronous Learning – Asynchronous learning is learning where the instructor, the learner, and other participants are not engaged in the learning process at the same time.

ALCS established its SEL Team prior to the end of the 2019-2020 school year to ensure a foundation of support for both students and staff. Meetings continued throughout the school year and designated meeting roles were selected for each team member. As stated above, ALCS developed a Social Emotional Learning program (Making our Future CLEAR) targeted to each student's grade level. "Making Our Future CLEAR" is a program devoted to implementing a school-wide social-emotional learning program for our students. The curriculum is based on CASEL's five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The lessons and activities within our curriculum also directly correlate to the standards that New York State has developed. The end of the school year culminated in a final project that was designed to incorporate the five core SEL competencies.

In addition, staff received professional development on Adverse Childhood Experiences (ACEs) during the summer Professional Development session. Teachers and leaders also participated in an ACEs books study to gain a deeper understanding of how childhood trauma affects student development and how it manifests itself in the classroom and high school setting. A Universal Screening was conducted of all students during the first two weeks of school to gain a baseline understanding of students' social-emotional and behavioral needs. The results of this survey provided the opportunity to provide multi-tiered, targeted supports.

To ensure that MTSS was effectively targeted, ALCS conducted regular skill assessments using proprietary screening assessments provided by Renaissance Learning and Panorama. This data was then used to determine student ability and needs relative to their peers and grade-level expectations. Tier II and Tier III Interventions were provided to individual students based on relative need and availability (i.e. the student's schedule), while Tier I interventions occurred at the classroom level.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	102	121	71	52	346
2017-18	104	94	97	61	356
2018-19	90	91	85	87	353
2019-20	89	77	77	66	309
2020-21	70	86	68	61	285

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	92	9	83
2019-20	2016-17	2016	71	1	70
2020-21	2017-18	2017	73	3	70

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	82	11	93
2019-20	2016-17	2016	72	6	78
2020-21	2017-18	2017	71	8	79

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	63	3	66
2019-20	2015-16	2015	83	11	94
2020-21	2016-17	2016	72	6	78

## PROMOTION POLICY

### LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALCS works to instill leadership qualities in each of our students. Throughout their high school career, students will be exposed to age-appropriate activities and be asked to meet specific expectations that will help them to learn these skills and prepare them to graduate with the leadership skills necessary to go on to the college and career of their choosing.

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<u>C</u> ollege Readiness	-Earned 5 credits -Passed 2 Regents - 1 CCR Regents	- Earned 11 credits -Passed 4 Regents - 2 CCR Regents	- Earned 16.5 credits -Passed 5 Regents - 3 CCR Regents	- Earned 22 credits -Completed 1+ college courses
<u>L</u> eadership	-Complete 25 hrs. of Service Learning	-Complete 50 hrs. of Service Learning	-Complete 75 hrs. of Service Learning	-Complete 100 hrs. of Service Learning
<u>E</u> mpowerment	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity
<u>A</u> ccountability	-Transcript Audit	-Transcript Audit	-Transcript Audit	-Transcript Audit
<u>R</u> esolve and Resiliency	-Amelioration	-Amelioration	-Amelioration	-Amelioration

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 <sup>th</sup> grade	9 <sup>th</sup> Honors	10 <sup>th</sup> grade	10 <sup>th</sup> Honors	11 <sup>th</sup> grade	11 <sup>th</sup> Honors	12 <sup>th</sup> grade	12 <sup>th</sup> Honors
ELA	ELA I 1.0 credit	ELA I Honors 1.0 credit	ELA II 1.0 credit	ELA II Honors 1.0 credit	ELA III 1.0 credit	AP English Language 1.0 credit	ELA IV 1.0 credit	UHS Analytical Writing/ UHS Topics in English Studies 1.0 credit
ELA Block	Writing Foundations I 1.0 credit		Writing Foundations II .5 credit		Writing Foundations III .5 credit		Writing Foundations IV .5 credit	
Math	Algebra I 1.0 credit	Algebra I Honors 1.0 credit	Algebra 2A 1.0 credit	Algebra 2 Honors 1.0 credit	Algebra 2B 1.0 credit	Geometry 1.0 credit	Geometry 1.0 credit	HVCC Pre-Calculus 1.0 credit
Math Block	Math Foundations I 1.0 credit		Math Foundations II .5 credit		Math Foundations III .5 credit		Math Foundations IV .5 credit	
Science	Living Environment 1.0 credit	Living Environment Honors 1.0 credit	Earth Science 1.0 credit	Earth Science Honors 1.0 credit	Core Chemistry or Environmental Studies 1.0 credit	Chemistry 1.0 credit	Core Chemistry or Environmental Studies 1.0 credit	AP Biology 1.0 credit
Social Studies	Economics/Government 1.0 credit	Economics Honors/Government Honors 1.0 credit	US History 1.0 credit	US History Honors 1.0 credit	Global History & Geography I 1.0 credit	Global History & Geography I Honors 1.0 credit	Global History & Geography I Honors 1.0 credit	UHS Psychology/Sociology 1.0 credit
Social Studies Block					1.0 credit			
Physical Education/Health	Physical Education .5 credit	Physical Education/Health 1.0 credit	Physical Education/Health 1.0 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit
World Language		Spanish I 1.0 credit	Spanish I 1.0 credit	Spanish II 1.0 credit		Spanish III 1.0 credit	Spanish III 1.0 credit	HVCC Spanish 100/101 1.0 credit
Encore	First-Year Seminar/AVID 9 .5 credit	Art/First-Year Seminar 1.0 credit	Consumer and Financial Management/AVID 10/ Art .5 credit	Consumer and Financial Management/Art 1.0 credit	Art/AVID 11 1.0 credit	Art 0.5 credit	AVID 12/Art 1.5 credits	HVCC Business Courses/Art 1.0 Credits

### **Standards-Based Grading**

ALCS has adopted a research driven, Standards Based Grading system, which is based on determining standards-aligned content knowledge and skill sets and measuring student proficiency therein.

**Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year long (Y1) grade will be calculated at the 8th POP.**

**Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.**

#### **STANDARDS ARE:**

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by top-performing countries to prepare all students for success in our global economy and society

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### GRADING Guidelines

<b>Period of Progress (POP)</b>	<ul style="list-style-type: none"> <li>- POP's reflect cumulative standards covered throughout the year to date.</li> <li>- The <b>grade</b> at the end of the POP indicates the proficiency level that a student has demonstrated based on the standards assessed.</li> </ul>
<b>Score vs. Grade</b>	<ul style="list-style-type: none"> <li>- <b>Score:</b> Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency.</li> <li>- <b>Grade:</b> Converted scores on all cumulative standards assessed throughout the year to date</li> </ul>
<b>Levels of Performance</b>	<ul style="list-style-type: none"> <li>- In the standards-based grading system, a standard score, and subsequent POP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills, and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of tasks.</li> </ul> <p style="text-align: center;"><b>5 – Mastery 4 – Proficient 3 – Partially Proficient 2- Below 1 – Far Below</b></p>
<b>Amelioration</b>	<ul style="list-style-type: none"> <li>- Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.</li> </ul>
<b>Body of Evidence</b>	<ul style="list-style-type: none"> <li>- POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP or cumulatively throughout the year.</li> <li>- If there is not sufficient evidence for making a decision about a standard score, the student will receive an "INC" as a placeholder. For example, a student who has not submitted any assessments, or a student enrolled late in the POP.</li> </ul>
<b>Current Learning Trend</b>	<ul style="list-style-type: none"> <li>- Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades.</li> </ul>
<b>Interval Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Interval Assessments</b> are cumulative and occur three times a year. These assessments are also scored by standard.</li> <li>- Students will track interval standard proficiency and receive a "<b>Regents Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>



**GRADING SCALE**

GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT LEVEL
89-95	4.0	MASTERY
86-88	3.7	MASTERY
83-85	3.3	PROFICIENT
79-82	3.0	PROFICIENT
76-78	2.7	PROFICIENT
73-75	2.3	PARTIALLY PROFICIENT
70-72	2.0	PARTIALLY PROFICIENT
69 and Below	0	BELOW/FAR BELOW

\*If a student receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any “core classes” (those required for graduation), she will be **REQUIRED** to attend summer school (so long as she fulfills the ALCS Summer School eligibility requirements); otherwise, she will likely repeat the course in the next year.

**RECEIVING CREDITS FOR A COURSE**

Credit units are granted once a student successfully completes that course with a “70” or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards-based grading system, then a student may be awarded credit.

**COURSES WITH WEIGHTED CREDIT**

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

**PROMOTION POLICY**

Students need a certain number of credit units before they can advance to the next grade level. The minimum credit units needed to advance per grade level are listed below:

- Grade 9 - 5 units
- Grade 10 - 11 units
- Grade 11 - 16.5 units
- Grade 12 - 22 units

### **SUMMER SCHOOL**

In July of each year, ALCS will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALCS not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALCS' program or another school's summer program. ALCS reserves the right to enroll students based on individual needs and circumstances.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students at ALCS will become college ready and career ready by graduating from high school with an Advanced Regents or Regents diploma.

#### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first- and second-year high school Total Graduation Cohorts will earn the required number of credits.

### RESULTS AND EVALUATION

ALCS achieved this measure. More than 90 percent of students in both the 2019 and 2020 Cohorts earned enough credits to be promoted to the next grade during the 2020-21 school year.

Percent of Students in First- and Second-Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	75	96%
2020	63	92%

### ADDITIONAL EVIDENCE

ALCS has achieved this measure six years in a row and has seen positive results from cohorting the 9<sup>th</sup> grade students within the First-Year Academy.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

### RESULTS AND EVALUATION

ALCS achieved this measure. As a result of the 2021 Regents exam cancellations, 97% of the students in the second-year cohort received at least one exemption from a Regents exam, and many received multiple exemptions. When coupled with the exams that students passed or were exempted from previously, 93% of the cohort has passed or been exempted from at least three exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	92	38%
2018	2019-20	63	88%
2019	2020-21	75	93%

### ADDITIONAL EVIDENCE

ALCS anticipates achieving this measure in the 2021-2022 school year. Over 75% of students in the 2020 Cohort to date have passed or been exempted from at least two exams.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

## RESULTS AND EVALUATION

ALCS achieved the four-year measure but did not achieve the five-year measure. 82 percent of the 2017 Total Cohort graduated after 4 years and 92 percent of the 2016 Total Cohort did so after 5 years.

With regards to the 2017 Total Cohort, eight students dropped out or enrolled in HSE programs prior to their senior year. Many resources and efforts were made to encourage students to re-enroll with ALCS or to enroll in a local alternative high school program.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	93	88%
2016	2019-20	78	91%
2017	2020-21	78	83%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	93%
2015	2019-20	94	88%
2016	2020-21	78	92%

## ADDITIONAL EVIDENCE

ALCS anticipates achieving the four-year measure next year. In 2021, six of the students in the 2018 cohort – nearly 10 percent - graduated a year early.

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

### RESULTS AND EVALUATION

ALCS achieved this measure. The local school district consistently has a total cohort four-year graduation rate of about 70 percent, while ALCS averages above 85 percent. ALCS attributes this greater graduation rate to its effective systems for identifying students for targeted interventions. ALCS can quickly deploy staff to provide interventions in ways that the local district may be unable to.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	93	88%	704	68%
2016	2019-20	78	91%	722	71%
2017	2020-21	78	83%	--	--

### ADDITIONAL EVIDENCE

Both ALCS and the local school district serve a high number of students from economically disadvantaged backgrounds. When looking at those subgroups, the separation becomes amplified. ALCS graduated 84 percent of those economically disadvantaged students in the 2017 total cohort, while the local district, in the most recent data, only graduated 69 percent. ALCS is confident that its identification and intervention systems can better serve the local population, regardless of economic background, better than the district.

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

### RESULTS AND EVALUATION

ALCS does not currently offer alternative assessments for the 4+1 pathway.

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

Albany Leadership Charter School for Girls is making progress toward meeting all the graduation goals. The four-year graduation rate is consistently greater than 75% and, according to the most recent data, we continue to outperform the local district’s graduation rates.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

**ACTION PLAN**

ALCS continues to proactively address potential dropouts and steer them toward alternative high school settings as opposed to unapproved high school equivalencies. These plans include more focused efforts from the Student Support Team and increased contacts with Home School Coordinators to assess potential blocks to a student’s education. Keeping students from dropping out or seeking HSE will help in reducing the number of high school non-completers remaining on our Total Cohort, so that by the time they finish their 4th year, we can strive to have 100 percent of our students graduating high school ready for college and careers.



## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students at ALCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

The foundation of a college and career readiness program begins with the program’s mission and purpose. It is based on what all students should know, understand, and be able to do because of a successful, effective program.

Albany Leadership Charter School for Girls is dedicated to promoting College and Career Readiness by preparing our graduates to successfully transition into postsecondary opportunities. Students will acquire the skills, knowledge, and attitudes needed to reach their full academic potential and be successful in life.

School Counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, and student team building/leadership workshops.

Albany Leadership Charter School for Girls has also built relationships with SUNY Albany, Hudson Valley Community College, as well as the Sage Colleges through their College in the High School program which provides access to college level classes in the high school setting.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Earning a Regents diploma with advanced designation; or,
- Passing a college level course offered at a college or university or through a school partnership with a college or university; or,
- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher.

### METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

2020 - 2021 College Pathway Course List	
Albany Leadership Charter School for Girls partners with SUNY Albany's University in the High School (UHS) Program, Russel Sage College, and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars' choices.	
Liberal Arts/ Humanities Pathway	Business Administration Pathway
<i>Potential careers in this pathway may include, but aren't limited to: Art History, Communications, Education, English, History, Journalism, Law, Media, Political Science, and Psychology</i>	<i>Potential careers in this pathway may include but aren't limited to: Accounting, Advertising, Entrepreneurship/ Small Business, Financial Advising/ Consulting, Financial Analyst, Management, Marketing, and Sales, Health/Medical Administration</i>
<ul style="list-style-type: none"> <li>• HVCC SPAN 100/101: Spanish Language &amp; Culture I/II</li> <li>• UHS ENG 100Z: Intro to Analytical Writing</li> <li>• UHS ENG 106: Topics in English Studies</li> <li>• UHS HIS 158: World in the 20<sup>th</sup> Century</li> <li>• UHS PSY 101: Intro to Psychology</li> <li>• UHS SOC 115: Intro to Sociology</li> <li>• Sage PED 225 Concepts of Fitness &amp; Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• HVCC BADM 200: Business Communications</li> <li>• HVCC ENTR 110: Intro to Entrepreneurship</li> <li>• HVCC MATH 170: Pre-Calculus</li> <li>• Sage BUS 209 Mathematics for Finance</li> </ul>

RESULTS AND EVALUATION

ALCS achieved this measure. 84 percent of graduates from the 2017 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	65	19	29%
Passing a college level course	56	55	84%
Passing an AP exam with a score of 3 or higher	15	3	20%
Overall	65	55	84%

ADDITIONAL EVIDENCE

Every graduate who demonstrated college preparation did so by passing a college-level course. ALCS will continue to push its third- and fourth-year students to take and succeed in college-level courses.

**Goal 2: Absolute Measure**

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

**Goal 2: Comparative Measure**

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### RESULTS AND EVALUATION

ALCS collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2015 and 2016 cohorts, the 2017 cohort data is not yet available.

It should be noted that 80 percent of ALCS graduates from the 2017 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	82	58	70%
2016	2019-20	71	42	59%
2017	2020-21	65	52*	80%*

\*Reflects number of students accepted to a 2- or 4-year program in 2017 Total Cohort

### ADDITIONAL EVIDENCE

Though 88 percent of the Class of 2020 applied to and were accepted to 2- and 4-year degree programs, only 59% matriculated into programs, according to Clearinghouse data. ALCS anticipates that this number will increase for the Class of 2021 with the greater prevalence of COVID-19 vaccines.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

ALCS is continuing to prove effectiveness in preparing young women for college. 85 percent of ALCS’ 2021 graduates passed at least one college course before graduating, and more than 80 percent of the graduating class was accepted into a 2- or 4-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

**ACTION PLAN**

ALCS is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2021-22 school year are more strategically aligned with college and career pathways. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALCS grads develop as successful young adults in society.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

RESULTS AND EVALUATION

ALCS did not achieve this measure. Shown in the table below, 36% of the 2017 Accountability Cohort who had a *valid score* earned at least Performance Level 4 on the English Regents exam. The majority of the 44 students who had a score, it should be noted, took the exam at the end of their second year prior to receiving instruction based on the three-year curriculum, while students statewide typically take the exam at the end of their third year after receiving the three full years of instruction.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	31	37%
2016	2019-20	70	9	32	52%
2017	2020-21	70	26	16	36%

ADDITIONAL EVIDENCE

In light of the public health exemptions, the upcoming 2018 cohort is demonstrating strong performance towards the target values. As of August 2021, 41 students of the 65 in the cohort have been exempted from the ELA exam with no passing score. Of the 24 who are left, 18 took and passed the exam, 9 of them with a level 4 or 5. While, numerically, that calculates to about 37 percent, similar to the 2017 cohort, it is important to note that the 18 students who took and received a passing grade on the exam did so in January of their second year. It follows that their performance would be strong if they had tested in June of their third year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	10%	79	20%	70	22%
2018	76	--%	63	14%	61	14%
2019			74	--%	75	10%
2020					63	--%

<sup>2</sup> Based on the highest score for each student on the English Regents exam



\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 95 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on the English Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

**Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	91%
2016	2019-20	70	9	61	100%
2017	2020-21	70	26	42	95%

### ADDITIONAL EVIDENCE

As noted previously, 18 students in the 2018 cohort took and passed the ELA exam in January of their second year. According to the calculations above, that would demonstrate 75% of all students demonstrating Level 3, if they were to be counted today. ALCS is confident that the six students who were not eligible for an exemption will demonstrate at least partial proficiency by the end of their fourth year.

Including exemptions for next year's cohort, though, calculates to 86 percent of the cohort scoring at least level 3.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	37%	79	91%	70	95%
2018	76	--%	63	33%	61	86%
2019			74	--%	75	28%
2020					63	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

### **Goal 3: Absolute Measure**

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With regards to the explicit measures of the High School English Language Arts goal, ALCS met one measure and did not meet the other. Of the 26 students who were exempted from the ELA exam with no valid passing score, it's difficult to determine which students would have earned a Level 4. Similarly, of the students who did take the exam and passed, it's difficult to determine how many of them would have improved their level upon taking it at the end of their third year, which is typical for students at ALCS, as the majority enter 9<sup>th</sup> grade far below grade level.

ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Despite the Regents exam cancellations and shifts in learning models, ALCS students have continued to model longitudinal growth over the past several years to the point that we are confident they are leaving our school ready for college and careers.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

ALCS is committed to developing its students with or without the standardized results of the English Language Arts test. ALCS is shifting its norm-referenced assessments from STAR to NWEA MAP Growth in an effort to further understand the needs for each individual student in grades 6-12. Along with this, ALCS continues to use internal benchmark assessments aligned with the state learning standards in the style of the Regents exams to predict the growth and performance of students on the ELA exam.

As the upcoming 2018 cohort only has a small number of students who have taken the exam to demonstrate proficiency, ALCS is using the benchmark and norm-referenced assessments together to help guide the next steps for these students, as well as those in the younger grades. ALCS' tiered intervention strategies help target those students most in need of remedial help within weeks of enrollment, and longitudinal data from STAR testing has shown as many as six grade-equivalency points of growth within the 2017 cohort's reading level.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**



RESULTS AND EVALUATION

ALCS did not achieve this measure. 12 percent of the 2017 Accountability Cohort who had a valid score scored at least Level 4 on one or more mathematics Regents exams.

Most students enter Grade 9 at ALCS below grade level (historically, 80+ percent). This is particularly challenging for math and science, which are the Regents exams taken in the first year of high school.

The challenge of students entering below grade level means that teachers must deliver remediation for middle school standards in addition to covering the high school level material required to pass Regents exams. ALCS continuously employs strategies designed to efficiently bring students to master grade level standards.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	20	24%
2016	2019-20	70	8	10	16%
2017	2020-21	70	22	6	12%

ADDITIONAL EVIDENCE

As with English Language Arts, the upcoming 2018 cohort is demonstrating growth in mathematics. 22 students were exempted from the Math exams with no valid score, but of the 43 students who did take it, nine have already performed at a level 4 or above. While 20 percent is still short of the stated measure, ALCS will continue to assess growth and learning in mathematics to prepare our students for future college and career readiness.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	5%	79	6%	70	8%
2018	76	11%	63	12%	61	14%
2019			74	6%	75	6%
2020					63	--%

\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 100 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on a math Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	78	93%
2016	2019-20	70	8	65	90%
2017	2020-21	70	22	48	100%

ADDITIONAL EVIDENCE

Of the 43 students in the upcoming 2018 cohort who have not been exempted from the mathematics exam without a valid score, 41 have taken and passed it at a Level 3 or above. By a strict value calculation, our measure above would be 98 percent for next year’s cohort if it were taken today. However, interventions are in place for the other two who have yet to demonstrate proficiency in mathematics. ALCS believes that, including exemptions, 100 percent of next year’s cohort can achieve at least Level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	65%	79	96%	70	98%
2018	76	53%	63	95%	61	98%
2019			74	98%	75	97%
2020					63	93%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

### **Goal 4: Absolute Measure**

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the math requirement for graduation.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

With regards to the explicit measures of the High School Mathematics goal, ALCS met one measure and did not meet the other.

As in ELA, ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Though not necessarily able to demonstrate through the Regents exams, the 2017 cohort has continued to make progress in mathematics as evidenced in passing courses in Geometry, and Algebra 2, and by continuing to grow through grade-level equivalencies through STAR testing.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

ALCS continues to refine its mathematics strategies to bring students up to grade level. According to data from STAR testing, more than 70 percent of the 2017 cohort students entered ALCS at least 1 grade level below proficiency, with many 2 or 3 grade levels below proficiency. However, ALCS' multi-tiered systems of support targeted those students most in need. Senior cohort data show that students demonstrated growth up to seven grade-equivalency points.

Strategies being employed in the coming year include more targeted Tier 2 and Tier 3 interventions, foundational math courses to scaffold students to basic grade-level abilities, and an increased availability of academic support during student lunch for extra help.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry exams. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS achieved this measure. 100 percent of the 2017 Accountability Cohort who had a valid score passed a science Regents exam by the end of their fourth year in high school. In other words, every student either passed a science exam or received an exemption.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	89%
2016	2019-20	70	13	56	98%
2017	2020-21	70	29	41	100%

### ADDITIONAL EVIDENCE

ALCS' most commonly taken Science exams continue to be Living Environment and Earth Science. In the 2017 cohort, 82 percent of students passed or were exempted from the Living Environment exam, and 90 percent of students passed or were exempted from the Earth Science exam.

The 2018 cohort has similarly made progress in science. Excluding students who are exempted with no valid passing score, 89 percent have passed a science exam. Including those students who have been exempted, 96 percent have met the measure.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	54%	79	97%	70	97%
2018	76	38%	63	92%	61	96%
2019			74	95%	75	97%
2020					63	96%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Students will become college ready in social studies by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in social studies necessary to graduate from high school by their 4th year at ALCS.

### Goal 6: Absolute Measure

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

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

90 percent of the 2017 Accountability Cohort who had a valid score took and passed the U.S. History Regents by the end of their fourth year of high school.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	74	89%
2016	2019-20	70	18	48	92%
2017	2020-21	70	39	28	90%

EVALUATION

ALCS’ programming has held US History in the second year of the social studies sequence. Though most students weren’t affected by the Regents exam cancellations, a good portion were not able to re-take the exam by the time cancellations led to those students’ exemptions.

ADDITIONAL EVIDENCE

As of today, zero students in the 2018 cohort have been able to take the US History exam. According to the calculation above, that would show 0% “passing among students with [a] valid score,” despite the fact that 93 percent of students in the cohort to date have earned an exemption.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	28%	79	79%	70	94%
2018	76	--%	63	87%	61	93%
2019			74	--%	75	77%
2020					63	--

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

68 percent of the 2017 Accountability Cohort who had a valid score took and passed the Global History Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	73	87%
2016	2019-20	70	18	51	98%
2017	2020-21	70	54	11	68%

### EVALUATION

According to the calculation above, the school did not meet the measure. However, since Global History is typically set in the third year of the social studies sequence at ALCS, it can be inferred that most students would not have had the ability to take the exam due to exam cancellations.

77 percent of the students in the 2017 cohort received an exemption from the Global History exam. When included with the 11 students who took and passed the exam, 92 percent of students demonstrated some level of proficiency in the area of Global History.

**ADDITIONAL EVIDENCE**

While 86 percent of the students in the 2018 cohort have received an exemption from the Global History exam, two of the 65 students in the cohort had the opportunity to take the exam prior to the end of their second year. Both of those students passed the exam.

According to the calculation above, though, the 2018 cohort would show only 22 percent of students passing among those “with a valid score,” despite seven of the students having no score at all. ALCS believes that the measure more indicative of students making progress in Global History is that which includes those students with exemptions, amounting to 88 percent of the students in the 2018 cohort.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	3%	79	77%	70	91%
2018	76	1%	63	6%	61	88%
2019			74	--%	75	20%
2020					63	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

**Goal 6: Comparative Measure**

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

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

For the 2020-21 school year, ALCS remained in Good Standing.

## ADDITIONAL EVIDENCE

ALCS has continually demonstrated good standing in the expanded accountability metrics under ESSA. ALCS does not anticipate a TSI or CSI designation in the coming years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## APPENDIX A: OPTIONAL GOALS

### Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL

The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school’s continuous improvement process.

Each year 95 percent of students will complete a student survey and participate in the school’s continuous improvement process.

### METHOD

The Student Satisfaction Survey was distributed to students in Spring 2021 with results collected through the Panorama Social Emotional Learning platform. Staff regularly followed up with students who did not start or complete the survey through email and phone calls.

### RESULTS

ALCS did not achieve this measure. 81 percent of enrolled students in June 2021 responded to the Student Satisfaction Survey. This was directly attributed to by the fact that nearly half of students participated in fully remote learning.

#### 2020-21 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
234	289	81%

#### 2020-21 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALCS’s faculty and staff.	96%
ALCS teachers support me when I am having difficulty.	91%
Counselors at ALCS are available at convenient times/ make time to see me.	88%
ALCS has a positive learning environment.	86%
Bullying is not an issue for me at ALCS.	86%

### EVALUATION

ALCS recognizes that reliable collection of the Student Satisfaction Survey is crucial in the school's continuous improvement process and anticipates that fully in-person instruction in the 2021-2022 school year will facilitate a more complete survey process. Overall results of the 81 percent of student responses demonstrate general student satisfaction.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal II: OPTIONAL ORGANIZATIONAL GOAL

The administration will use data effectively to maintain a productive, satisfying and high achieving school climate by implementing evaluation tools on an annual basis as part of the school's continuous improvement process.

Each year, at least 85 percent of ALCS families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90 percent of the participants will be satisfied with the school.

### METHOD

The Family Satisfaction Survey was distributed as a Google Form to each family through their contact information. Responses were recorded in a Google Sheet. Families who did not respond were tracked and called by the Director of Advancement to deliver their responses orally.

### RESULTS

ALCS achieved this measure.

#### 2020-21 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
246	289	85%

#### 2020-2021 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am overall satisfied with ALCS as a school.	97%
I am comfortable discussing an issue or concern with faculty or staff.	97%
ALCS has a positive learning environment.	96%
ALCS's faculty and staff are respectful.	96%
Questions or concerns regarding the code of conduct are handled in a supportive manner.	94%
If I have a concern, it is addressed appropriately and resolved.	93%

### EVALUATION

Of the 289 families sending their students to ALCS, 85 percent of them responded to the Family Satisfaction Survey. 97 percent of those who responded indicated that they were “overall satisfied with ALCS as a school.”

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 100 percent of the ALCS staff will complete a school and leadership satisfaction survey to be used by the board of trustees for continuous improvement.

### METHOD

The Staff Satisfaction Survey was distributed to the faculty and staff through a digital survey platform. Responses were recorded and aggregated by department/team.

### RESULTS

ALCS achieved this measure.

#### 2020-2021 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
62	62	100%

#### 2020-21 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
When I raise a concern, I generally receive a response in a timely manner from an admin.	94%
ALCS admins make themselves available to me & provide feedback on my performance.	90%
I would recommend this school to other teachers I know who were seeking employment.	81%

### EVALUATION

Overall results of the staff responses demonstrate general staff satisfaction, with the most favorable response items relating to feedback and support from school administration.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the ALCS Board of Trustees will complete a self-evaluation and use the information to inform board training objectives.

The board completes this process annually.

Each year, ALCS will maintain sound fiscal practices and remain in financial good standing as measured by an annual audit conducted by an external accounting firm.

Audit will be completed and submitted by November 1, 2021.



**ALBANY LEADERSHIP  
CHARTER SCHOOL FOR GIRLS**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2021

By Carina D. Cook, Principal/CEO

19 Hackett Blvd.  
Albany, NY 12208

(518) 694-5300

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook and Darius Romero, Information Systems and Assessment Administrator, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Elizabeth Robertson	Chair/Board President	Accountability, Finance
Margaret Moree	Secretary/Treasurer	Accountability, Finance
Sharon Bowles	Trustee	
Etwin Bowman	Trustee	Accountability
James J. Celestine	Trustee	
Eldon Harris	Trustee	
Arricka Harrison	Trustee	

**Carina D. Cook has served as the school leader since August 17, 2018. Prior to assuming the school leader position, Ms. Cook served for two years as the school’s Director of Curriculum, Instruction & Assessment.**

## SCHOOL OVERVIEW

### ALCS KEY DESIGN ELEMENTS

Albany Leadership Charter School for Girls (ALCS) possesses strategic design elements intended to result in greater student achievement and college and career readiness. These elements include single gender education, extended day and school year, college preparatory programming, a robust college in the high school program, character education through service learning, social-emotional learning, and AVID.

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunities, custom-tailored learning and instruction and the exercising of greater autonomy. ALH seeks to maximize these benefits for our students in every aspect of our school in order to ensure that we cultivate great scholars and true leaders.

ALCS continuously strives to offer an academic program that incorporates unique opportunities and multi-level supports to our students. Double blocks of English Language Arts and Mathematics, starting in Grade 9, help our students close the education gaps that they often come to us with, while establishing a strong foundation in literacy, writing, and numeracy. Writing Foundations and Math Foundations, as courses supplemental to Regents and Regents-aligned classes at each grade level, are meant to not only provide the support for passing, but excelling, on Regents exams throughout each student's ALCS experience. Additional supports for remedial math and ELA skills exist in the form small-group Tier 2 and full-period Tier 3 MTSS classes.

Throughout an ALCS student's high school career, students will participate in college visits, attend college fairs, complete the college application process and apply for financial aid. ALCS emphasizes the attainability of college acceptance and graduation. To this end, ALCS offers extensive, high-quality College in the High School and Advanced Placement coursework with a commitment to expanding pathways to graduation through internship and work-based learning experiences. Our Career Pathway Exploration Internship Program helps students to understand the connections between high school, college, and careers. The program is meant to provide students with meaningful workplace experiences that give students an understanding of the skills and educational requirements needed for various careers, as well as to introduce students to positive role models in the field who will share their experience and professional expertise.

To further enhance our students' success, ALCs has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 9-12. The mission of AVID® is to ensure that all students participating in the program are capable of completing a college preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

- will succeed in a rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

Both the Career Exploration Internship Program and AVID® were piloted during the 2018-2019 school year and we continue to establish, develop, and maintain the high-quality standards the programs are grounded in.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALCS also underscores the importance of strong character through its core C.L.E.A.R. Values and commitment to service learning. ALCS's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life. All ALCS students are required to complete a minimum of 100 hours of community service by graduation through our Service-Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service. For the 2020-2021 school year, ALCS developed an explicit social-emotional learning program (SEL) aligned with the New York State Social-Emotional Learning Benchmarks and The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. This program was administered during our C.L.E.A.R. Day Advisory periods, twice a month, for 57 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence.

In our unwavering dedication to providing the necessary supports for our students, and to enhance and improve their experience and preparation, ALCS' First-Year Academy is a collaboration among all-stakeholders, with a targeted team approach for our incoming first-year (Grade 9) students. First-year students are located on the first floor of our building, where they have their lockers and, for most students, attend all of their classes. In addition to the smaller learning environment that the First-Year Academy provides, teachers, leadership, student support staff, and culture staff work as a team to build the academic, character, and community foundation that will mold and define the future of Albany Leadership, which began with the 2019 cohort.

To assist with meeting students' social/emotional needs, our SEL platform, Panorama, which was introduced in the 2018-19 school year, has now been fully implemented school-wide. Through this program, the Student Support Team is able to track targeted student interventions and supports and align those supports with academic and attendance needs. Panorama also helps support in the administration of student surveys, which are conducted three times a year, allowing real time responses and necessary program modifications as we continually strive to meet the needs of all students.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ALCS continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2021, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2020 class had a 91 percent graduation rate and the 2021 class boasted an 83 percent graduation rate. This is evidence that we have established and continue to build upon the program for success and advancement, as we strive for a 100 percent graduation rate.

Since the onset of the pandemic, Albany Leadership Charter School for Girls has been committed to not only continuing to provide the highest quality academic programming, we have dedicated ourselves as a community to meet the needs of all, while maintaining the highest levels of engagement possible. The impact and effects of the pandemic have been far reaching and ongoing, with the uncertainty of the future continuing to bring stress and anxiety for students, families, and staff alike. But it is the resolve and resiliency of our community that drives us ever forward, strengthening our commitment to our mission and our charter.

Below are the learning modalities that ALCS adopted for the 2020-2021 school year. We offered students and families the opportunity to request a change in Learning Group each period of progress (every five weeks) through an online registration link. This learning model allowed us to utilize our existing facilities and classrooms with 50% or fewer students in attendance, which was aligned with our health and safety guidelines and procedures, as well as social distancing guidelines imposed by NYSED and NYSDOH.

ALCS shifted to “Asynchronous Wednesdays” mid-November in response to the strain and challenges of hybrid and remote instruction and learning.

### Daily \*Synchronous Learning Model

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Group Four (Fully Remote)				
	Group Three				
1	Group One	Group Two	Group One**	Group One	Group Two
2	Group One	Group Two	Group Two**	Group One	Group Two

**Summary:**

Three in-person groups, one remote:

**Group One - General Education population, last name A-K**

**Group Two - General Education population, last name L-Z**

**Group Three - Special Populations (ENL, SWD) and students from families requesting daily in-school instruction (pending availability)**

### Group Four - Students from families requesting daily out-of-school instruction

***\*Groups One and Two will rotate attendance on Wednesdays.***

**Group One and Group Two:** In-person learning on two consistent days per week; synchronous remote learning for out-of-school days

**Group Three:** In-person learning daily, working with assigned co-teachers

**Group Four:** Synchronous remote learning, or \*\*\*asynchronous remote learning for certain approved classes

\*Synchronous Learning - Synchronous learning refers to a learning in which a group of participants is engaged in learning at the same time, whether online or in-person.

\*\*\*Asynchronous Learning – Asynchronous learning is learning where the instructor, the learner, and other participants are not engaged in the learning process at the same time.

ALCS established its SEL Team prior to the end of the 2019-2020 school year to ensure a foundation of support for both students and staff. Meetings continued throughout the school year and designated meeting roles were selected for each team member. As stated above, ALCS developed a Social Emotional Learning program (Making our Future CLEAR) targeted to each student's grade level. "Making Our Future CLEAR" is a program devoted to implementing a school-wide social-emotional learning program for our students. The curriculum is based on CASEL's five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The lessons and activities within our curriculum also directly correlate to the standards that New York State has developed. The end of the school year culminated in a final project that was designed to incorporate the five core SEL competencies.

In addition, staff received professional development on Adverse Childhood Experiences (ACEs) during the summer Professional Development session. Teachers and leaders also participated in an ACEs books study to gain a deeper understanding of how childhood trauma affects student development and how it manifests itself in the classroom and high school setting. A Universal Screening was conducted of all students during the first two weeks of school to gain a baseline understanding of students' social-emotional and behavioral needs. The results of this survey provided the opportunity to provide multi-tiered, targeted supports.

To ensure that MTSS was effectively targeted, ALCS conducted regular skill assessments using proprietary screening assessments provided by Renaissance Learning and Panorama. This data was then used to determine student ability and needs relative to their peers and grade-level expectations. Tier II and Tier III Interventions were provided to individual students based on relative need and availability (i.e. the student's schedule), while Tier I interventions occurred at the classroom level.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	102	121	71	52	346
2017-18	104	94	97	61	356
2018-19	90	91	85	87	353
2019-20	89	77	77	66	309
2020-21	70	86	68	61	285

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	92	9	83
2019-20	2016-17	2016	71	1	70
2020-21	2017-18	2017	73	3	70

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	82	11	93
2019-20	2016-17	2016	72	6	78
2020-21	2017-18	2017	71	8	79

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	63	3	66
2019-20	2015-16	2015	83	11	94
2020-21	2016-17	2016	72	6	78

## PROMOTION POLICY

### LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALCS works to instill leadership qualities in each of our students. Throughout their high school career, students will be exposed to age-appropriate activities and be asked to meet specific expectations that will help them to learn these skills and prepare them to graduate with the leadership skills necessary to go on to the college and career of their choosing.

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<u>C</u> ollege Readiness	-Earned 5 credits -Passed 2 Regents - 1 CCR Regents	- Earned 11 credits -Passed 4 Regents - 2 CCR Regents	- Earned 16.5 credits -Passed 5 Regents - 3 CCR Regents	- Earned 22 credits -Completed 1+ college courses
<u>L</u> eadership	-Complete 25 hrs. of Service Learning	-Complete 50 hrs. of Service Learning	-Complete 75 hrs. of Service Learning	-Complete 100 hrs. of Service Learning
<u>E</u> mpowerment	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity
<u>A</u> ccountability	-Transcript Audit	-Transcript Audit	-Transcript Audit	-Transcript Audit
<u>R</u> esolve and Resiliency	-Amelioration	-Amelioration	-Amelioration	-Amelioration

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 <sup>th</sup> grade	9 <sup>th</sup> Honors	10 <sup>th</sup> grade	10 <sup>th</sup> Honors	11 <sup>th</sup> grade	11 <sup>th</sup> Honors	12 <sup>th</sup> grade	12 <sup>th</sup> Honors
ELA	ELA I 1.0 credit	ELA I Honors 1.0 credit	ELA II 1.0 credit	ELA II Honors 1.0 credit	ELA III 1.0 credit	AP English Language 1.0 credit	ELA IV 1.0 credit	UHS Analytical Writing/ UHS Topics in English Studies 1.0 credit
ELA Block	Writing Foundations I 1.0 credit		Writing Foundations II .5 credit		Writing Foundations III .5 credit		Writing Foundations IV .5 credit	
Math	Algebra I 1.0 credit	Algebra I Honors 1.0 credit	Algebra 2A 1.0 credit	Algebra 2 Honors 1.0 credit	Algebra 2B 1.0 credit	Geometry 1.0 credit	Geometry 1.0 credit	HVCC Pre-Calculus 1.0 credit
Math Block	Math Foundations I 1.0 credit		Math Foundations II .5 credit		Math Foundations III .5 credit		Math Foundations IV .5 credit	
Science	Living Environment 1.0 credit	Living Environment Honors 1.0 credit	Earth Science 1.0 credit	Earth Science Honors 1.0 credit	Core Chemistry or Environmental Studies 1.0 credit	Chemistry 1.0 credit	Core Chemistry or Environmental Studies 1.0 credit	AP Biology 1.0 credit
Social Studies	Economics/Government 1.0 credit	Economics Honors/Government Honors 1.0 credit	US History 1.0 credit	US History Honors 1.0 credit	Global History & Geography I 1.0 credit	Global History & Geography I Honors 1.0 credit	Global History & Geography I Honors 1.0 credit	UHS Psychology/Sociology 1.0 credit
Social Studies Block					1.0 credit	Global History & Geography II Honors/UHS The World in the 20 <sup>th</sup> Century 1.0 credit		
Physical Education/Health	Physical Education .5 credit	Physical Education/Health 1.0 credit	Physical Education/Health 1.0 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit	Physical Education .5 credit
World Language		Spanish I 1.0 credit	Spanish I 1.0 credit	Spanish II 1.0 credit		Spanish III 1.0 credit	Spanish III 1.0 credit	HVCC Spanish 100/101 1.0 credit
Encore	First-Year Seminar/AVID 9 .5 credit	Art/First-Year Seminar 1.0 credit	Consumer and Financial Management/AVID 10/ Art .5 credit	Consumer and Financial Management/Art 1.0 credit	Art/AVID 11 1.0 credit	Art 0.5 credit	AVID 12/Art 1.5 credits	HVCC Business Courses/Art 1.0 Credits

### **Standards-Based Grading**

ALCS has adopted a research driven, Standards Based Grading system, which is based on determining standards-aligned content knowledge and skill sets and measuring student proficiency therein.

**Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year long (Y1) grade will be calculated at the 8th POP.**

**Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.**

#### **STANDARDS ARE:**

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by top-performing countries to prepare all students for success in our global economy and society

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### GRADING Guidelines

<b>Period of Progress (POP)</b>	<ul style="list-style-type: none"> <li>- POP's reflect cumulative standards covered throughout the year to date.</li> <li>- The <b>grade</b> at the end of the POP indicates the proficiency level that a student has demonstrated based on the standards assessed.</li> </ul>
<b>Score vs. Grade</b>	<ul style="list-style-type: none"> <li>- <b>Score:</b> Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency.</li> <li>- <b>Grade:</b> Converted scores on all cumulative standards assessed throughout the year to date</li> </ul>
<b>Levels of Performance</b>	<ul style="list-style-type: none"> <li>- In the standards-based grading system, a standard score, and subsequent POP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills, and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of tasks.</li> </ul> <p style="text-align: center;"><b>5 – Mastery 4 – Proficient 3 – Partially Proficient 2- Below 1 – Far Below</b></p>
<b>Amelioration</b>	<ul style="list-style-type: none"> <li>- Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.</li> </ul>
<b>Body of Evidence</b>	<ul style="list-style-type: none"> <li>- POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP or cumulatively throughout the year.</li> <li>- If there is not sufficient evidence for making a decision about a standard score, the student will receive an "INC" as a placeholder. For example, a student who has not submitted any assessments, or a student enrolled late in the POP.</li> </ul>
<b>Current Learning Trend</b>	<ul style="list-style-type: none"> <li>- Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades.</li> </ul>
<b>Interval Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Interval Assessments</b> are cumulative and occur three times a year. These assessments are also scored by standard.</li> <li>- Students will track interval standard proficiency and receive a "<b>Regents Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>



**GRADING SCALE**

GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT LEVEL
89-95	4.0	MASTERY
86-88	3.7	MASTERY
83-85	3.3	PROFICIENT
79-82	3.0	PROFICIENT
76-78	2.7	PROFICIENT
73-75	2.3	PARTIALLY PROFICIENT
70-72	2.0	PARTIALLY PROFICIENT
69 and Below	0	BELOW/FAR BELOW

\*If a student receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any “core classes” (those required for graduation), she will be **REQUIRED** to attend summer school (so long as she fulfills the ALCS Summer School eligibility requirements); otherwise, she will likely repeat the course in the next year.

**RECEIVING CREDITS FOR A COURSE**

Credit units are granted once a student successfully completes that course with a “70” or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards-based grading system, then a student may be awarded credit.

**COURSES WITH WEIGHTED CREDIT**

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

**PROMOTION POLICY**

Students need a certain number of credit units before they can advance to the next grade level. The minimum credit units needed to advance per grade level are listed below:

- Grade 9 - 5 units
- Grade 10 - 11 units
- Grade 11 - 16.5 units
- Grade 12 - 22 units

### **SUMMER SCHOOL**

In July of each year, ALCS will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALCS not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALCS' program or another school's summer program. ALCS reserves the right to enroll students based on individual needs and circumstances.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students at ALCS will become college ready and career ready by graduating from high school with an Advanced Regents or Regents diploma.

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first- and second-year high school Total Graduation Cohorts will earn the required number of credits.

### RESULTS AND EVALUATION

ALCS achieved this measure. More than 90 percent of students in both the 2019 and 2020 Cohorts earned enough credits to be promoted to the next grade during the 2020-21 school year.

Percent of Students in First- and Second-Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	75	96%
2020	63	92%

### ADDITIONAL EVIDENCE

ALCS has achieved this measure six years in a row and has seen positive results from cohorting the 9<sup>th</sup> grade students within the First-Year Academy.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

### RESULTS AND EVALUATION

ALCS achieved this measure. As a result of the 2021 Regents exam cancellations, 97% of the students in the second-year cohort received at least one exemption from a Regents exam, and many received multiple exemptions. When coupled with the exams that students passed or were exempted from previously, 93% of the cohort has passed or been exempted from at least three exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	92	38%
2018	2019-20	63	88%
2019	2020-21	75	93%

### ADDITIONAL EVIDENCE

ALCS anticipates achieving this measure in the 2021-2022 school year. Over 75% of students in the 2020 Cohort to date have passed or been exempted from at least two exams.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

## RESULTS AND EVALUATION

ALCS achieved the four-year measure but did not achieve the five-year measure. 82 percent of the 2017 Total Cohort graduated after 4 years and 92 percent of the 2016 Total Cohort did so after 5 years.

With regards to the 2017 Total Cohort, eight students dropped out or enrolled in HSE programs prior to their senior year. Many resources and efforts were made to encourage students to re-enroll with ALCS or to enroll in a local alternative high school program.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	93	88%
2016	2019-20	78	91%
2017	2020-21	78	83%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	93%
2015	2019-20	94	88%
2016	2020-21	78	92%

## ADDITIONAL EVIDENCE

ALCS anticipates achieving the four-year measure next year. In 2021, six of the students in the 2018 cohort – nearly 10 percent - graduated a year early.

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

### RESULTS AND EVALUATION

ALCS achieved this measure. The local school district consistently has a total cohort four-year graduation rate of about 70 percent, while ALCS averages above 85 percent. ALCS attributes this greater graduation rate to its effective systems for identifying students for targeted interventions. ALCS can quickly deploy staff to provide interventions in ways that the local district may be unable to.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	93	88%	704	68%
2016	2019-20	78	91%	722	71%
2017	2020-21	78	83%	--	--

### ADDITIONAL EVIDENCE

Both ALCS and the local school district serve a high number of students from economically disadvantaged backgrounds. When looking at those subgroups, the separation becomes amplified. ALCS graduated 84 percent of those economically disadvantaged students in the 2017 total cohort, while the local district, in the most recent data, only graduated 69 percent. ALCS is confident that its identification and intervention systems can better serve the local population, regardless of economic background, better than the district.

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

### RESULTS AND EVALUATION

ALCS does not currently offer alternative assessments for the 4+1 pathway.

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

Albany Leadership Charter School for Girls is making progress toward meeting all the graduation goals. The four-year graduation rate is consistently greater than 75% and, according to the most recent data, we continue to outperform the local district’s graduation rates.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

**ACTION PLAN**

ALCS continues to proactively address potential dropouts and steer them toward alternative high school settings as opposed to unapproved high school equivalencies. These plans include more focused efforts from the Student Support Team and increased contacts with Home School Coordinators to assess potential blocks to a student’s education. Keeping students from dropping out or seeking HSE will help in reducing the number of high school non-completers remaining on our Total Cohort, so that by the time they finish their 4th year, we can strive to have 100 percent of our students graduating high school ready for college and careers.



## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students at ALCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

The foundation of a college and career readiness program begins with the program’s mission and purpose. It is based on what all students should know, understand, and be able to do because of a successful, effective program.

Albany Leadership Charter School for Girls is dedicated to promoting College and Career Readiness by preparing our graduates to successfully transition into postsecondary opportunities. Students will acquire the skills, knowledge, and attitudes needed to reach their full academic potential and be successful in life.

School Counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, and student team building/leadership workshops.

Albany Leadership Charter School for Girls has also built relationships with SUNY Albany, Hudson Valley Community College, as well as the Sage Colleges through their College in the High School program which provides access to college level classes in the high school setting.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Earning a Regents diploma with advanced designation; or,
- Passing a college level course offered at a college or university or through a school partnership with a college or university; or,
- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher.

### METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

2020 - 2021 College Pathway Course List	
Albany Leadership Charter School for Girls partners with SUNY Albany's University in the High School (UHS) Program, Russel Sage College, and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars' choices.	
Liberal Arts/ Humanities Pathway	Business Administration Pathway
<i>Potential careers in this pathway may include, but aren't limited to: Art History, Communications, Education, English, History, Journalism, Law, Media, Political Science, and Psychology</i>	<i>Potential careers in this pathway may include but aren't limited to: Accounting, Advertising, Entrepreneurship/ Small Business, Financial Advising/ Consulting, Financial Analyst, Management, Marketing, and Sales, Health/Medical Administration</i>
<ul style="list-style-type: none"> <li>• HVCC SPAN 100/101: Spanish Language &amp; Culture I/II</li> <li>• UHS ENG 100Z: Intro to Analytical Writing</li> <li>• UHS ENG 106: Topics in English Studies</li> <li>• UHS HIS 158: World in the 20<sup>th</sup> Century</li> <li>• UHS PSY 101: Intro to Psychology</li> <li>• UHS SOC 115: Intro to Sociology</li> <li>• Sage PED 225 Concepts of Fitness &amp; Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• HVCC BADM 200: Business Communications</li> <li>• HVCC ENTR 110: Intro to Entrepreneurship</li> <li>• HVCC MATH 170: Pre-Calculus</li> <li>• Sage BUS 209 Mathematics for Finance</li> </ul>

**RESULTS AND EVALUATION**

ALCS achieved this measure. 84 percent of graduates from the 2017 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	65	19	29%
Passing a college level course	56	55	84%
Passing an AP exam with a score of 3 or higher	15	3	20%
Overall	65	55	84%

**ADDITIONAL EVIDENCE**

Every graduate who demonstrated college preparation did so by passing a college-level course. ALCS will continue to push its third- and fourth-year students to take and succeed in college-level courses.

**Goal 2: Absolute Measure**

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

**Goal 2: Comparative Measure**

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### RESULTS AND EVALUATION

ALCS collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2015 and 2016 cohorts, the 2017 cohort data is not yet available.

It should be noted that 80 percent of ALCS graduates from the 2017 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	82	58	70%
2016	2019-20	71	42	59%
2017	2020-21	65	52*	80%*

\*Reflects number of students accepted to a 2- or 4-year program in 2017 Total Cohort

### ADDITIONAL EVIDENCE

Though 88 percent of the Class of 2020 applied to and were accepted to 2- and 4-year degree programs, only 59% matriculated into programs, according to Clearinghouse data. ALCS anticipates that this number will increase for the Class of 2021 with the greater prevalence of COVID-19 vaccines.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

ALCS is continuing to prove effectiveness in preparing young women for college. 85 percent of ALCS’ 2021 graduates passed at least one college course before graduating, and more than 80 percent of the graduating class was accepted into a 2- or 4-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

**ACTION PLAN**

ALCS is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2021-22 school year are more strategically aligned with college and career pathways. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALCS grads develop as successful young adults in society.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

RESULTS AND EVALUATION

ALCS did not achieve this measure. Shown in the table below, 36% of the 2017 Accountability Cohort who had a *valid score* earned at least Performance Level 4 on the English Regents exam. The majority of the 44 students who had a score, it should be noted, took the exam at the end of their second year prior to receiving instruction based on the three-year curriculum, while students statewide typically take the exam at the end of their third year after receiving the three full years of instruction.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	31	37%
2016	2019-20	70	9	32	52%
2017	2020-21	70	26	16	36%

ADDITIONAL EVIDENCE

In light of the public health exemptions, the upcoming 2018 cohort is demonstrating strong performance towards the target values. As of August 2021, 41 students of the 65 in the cohort have been exempted from the ELA exam with no passing score. Of the 24 who are left, 18 took and passed the exam, 9 of them with a level 4 or 5. While, numerically, that calculates to about 37 percent, similar to the 2017 cohort, it is important to note that the 18 students who took and received a passing grade on the exam did so in January of their second year. It follows that their performance would be strong if they had tested in June of their third year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	10%	79	20%	70	22%
2018	76	--%	63	14%	61	14%
2019			74	--%	75	10%
2020					63	--%

<sup>2</sup> Based on the highest score for each student on the English Regents exam



\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 95 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on the English Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

**Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	91%
2016	2019-20	70	9	61	100%
2017	2020-21	70	26	42	95%

### ADDITIONAL EVIDENCE

As noted previously, 18 students in the 2018 cohort took and passed the ELA exam in January of their second year. According to the calculations above, that would demonstrate 75% of all students demonstrating Level 3, if they were to be counted today. ALCS is confident that the six students who were not eligible for an exemption will demonstrate at least partial proficiency by the end of their fourth year.

Including exemptions for next year's cohort, though, calculates to 86 percent of the cohort scoring at least level 3.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	37%	79	91%	70	95%
2018	76	--%	63	33%	61	86%
2019			74	--%	75	28%
2020					63	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

### **Goal 3: Absolute Measure**

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 3: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With regards to the explicit measures of the High School English Language Arts goal, ALCS met one measure and did not meet the other. Of the 26 students who were exempted from the ELA exam with no valid passing score, it's difficult to determine which students would have earned a Level 4. Similarly, of the students who did take the exam and passed, it's difficult to determine how many of them would have improved their level upon taking it at the end of their third year, which is typical for students at ALCS, as the majority enter 9<sup>th</sup> grade far below grade level.

ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Despite the Regents exam cancellations and shifts in learning models, ALCS students have continued to model longitudinal growth over the past several years to the point that we are confident they are leaving our school ready for college and careers.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

ALCS is committed to developing its students with or without the standardized results of the English Language Arts test. ALCS is shifting its norm-referenced assessments from STAR to NWEA MAP Growth in an effort to further understand the needs for each individual student in grades 6-12. Along with this, ALCS continues to use internal benchmark assessments aligned with the state learning standards in the style of the Regents exams to predict the growth and performance of students on the ELA exam.

As the upcoming 2018 cohort only has a small number of students who have taken the exam to demonstrate proficiency, ALCS is using the benchmark and norm-referenced assessments together to help guide the next steps for these students, as well as those in the younger grades. ALCS' tiered intervention strategies help target those students most in need of remedial help within weeks of enrollment, and longitudinal data from STAR testing has shown as many as six grade-equivalency points of growth within the 2017 cohort's reading level.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**



## RESULTS AND EVALUATION

ALCS did not achieve this measure. 12 percent of the 2017 Accountability Cohort who had a valid score scored at least Level 4 on one or more mathematics Regents exams.

Most students enter Grade 9 at ALCS below grade level (historically, 80+ percent). This is particularly challenging for math and science, which are the Regents exams taken in the first year of high school.

The challenge of students entering below grade level means that teachers must deliver remediation for middle school standards in addition to covering the high school level material required to pass Regents exams. ALCS continuously employs strategies designed to efficiently bring students to master grade level standards.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

**Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort**

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	20	24%
2016	2019-20	70	8	10	16%
2017	2020-21	70	22	6	12%

## ADDITIONAL EVIDENCE

As with English Language Arts, the upcoming 2018 cohort is demonstrating growth in mathematics. 22 students were exempted from the Math exams with no valid score, but of the 43 students who did take it, nine have already performed at a level 4 or above. While 20 percent is still short of the stated measure, ALCS will continue to assess growth and learning in mathematics to prepare our students for future college and career readiness.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	5%	79	6%	70	8%
2018	76	11%	63	12%	61	14%
2019			74	6%	75	6%
2020					63	-%

\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 100 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on a math Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	78	93%
2016	2019-20	70	8	65	90%
2017	2020-21	70	22	48	100%

ADDITIONAL EVIDENCE

Of the 43 students in the upcoming 2018 cohort who have not been exempted from the mathematics exam without a valid score, 41 have taken and passed it at a Level 3 or above. By a strict value calculation, our measure above would be 98 percent for next year’s cohort if it were taken today. However, interventions are in place for the other two who have yet to demonstrate proficiency in mathematics. ALCS believes that, including exemptions, 100 percent of next year’s cohort can achieve at least Level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	65%	79	96%	70	98%
2018	76	53%	63	95%	61	98%
2019			74	98%	75	97%
2020					63	93%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

### **Goal 4: Absolute Measure**

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### **Goal 4: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the math requirement for graduation.

### RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

With regards to the explicit measures of the High School Mathematics goal, ALCS met one measure and did not meet the other.

As in ELA, ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Though not necessarily able to demonstrate through the Regents exams, the 2017 cohort has continued to make progress in mathematics as evidenced in passing courses in Geometry, and Algebra 2, and by continuing to grow through grade-level equivalencies through STAR testing.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

ALCS continues to refine its mathematics strategies to bring students up to grade level. According to data from STAR testing, more than 70 percent of the 2017 cohort students entered ALCS at least 1 grade level below proficiency, with many 2 or 3 grade levels below proficiency. However, ALCS' multi-tiered systems of support targeted those students most in need. Senior cohort data show that students demonstrated growth up to seven grade-equivalency points.

Strategies being employed in the coming year include more targeted Tier 2 and Tier 3 interventions, foundational math courses to scaffold students to basic grade-level abilities, and an increased availability of academic support during student lunch for extra help.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry exams. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS achieved this measure. 100 percent of the 2017 Accountability Cohort who had a valid score passed a science Regents exam by the end of their fourth year in high school. In other words, every student either passed a science exam or received an exemption.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	89%
2016	2019-20	70	13	56	98%
2017	2020-21	70	29	41	100%

### ADDITIONAL EVIDENCE

ALCS' most commonly taken Science exams continue to be Living Environment and Earth Science. In the 2017 cohort, 82 percent of students passed or were exempted from the Living Environment exam, and 90 percent of students passed or were exempted from the Earth Science exam.

The 2018 cohort has similarly made progress in science. Excluding students who are exempted with no valid passing score, 89 percent have passed a science exam. Including those students who have been exempted, 96 percent have met the measure.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	54%	79	97%	70	97%
2018	76	38%	63	92%	61	96%
2019			74	95%	75	97%
2020					63	96%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Students will become college ready in social studies by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in social studies necessary to graduate from high school by their 4th year at ALCS.

### Goal 6: Absolute Measure

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

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

90 percent of the 2017 Accountability Cohort who had a valid score took and passed the U.S. History Regents by the end of their fourth year of high school.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	74	89%
2016	2019-20	70	18	48	92%
2017	2020-21	70	39	28	90%

EVALUATION

ALCS’ programming has held US History in the second year of the social studies sequence. Though most students weren’t affected by the Regents exam cancellations, a good portion were not able to re-take the exam by the time cancellations led to those students’ exemptions.

ADDITIONAL EVIDENCE

As of today, zero students in the 2018 cohort have been able to take the US History exam. According to the calculation above, that would show 0% “passing among students with [a] valid score,” despite the fact that 93 percent of students in the cohort to date have earned an exemption.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	28%	79	79%	70	94%
2018	76	--%	63	87%	61	93%
2019			74	--%	75	77%
2020					63	--

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

68 percent of the 2017 Accountability Cohort who had a valid score took and passed the Global History Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	73	87%
2016	2019-20	70	18	51	98%
2017	2020-21	70	54	11	68%

### EVALUATION

According to the calculation above, the school did not meet the measure. However, since Global History is typically set in the third year of the social studies sequence at ALCS, it can be inferred that most students would not have had the ability to take the exam due to exam cancellations.

77 percent of the students in the 2017 cohort received an exemption from the Global History exam. When included with the 11 students who took and passed the exam, 92 percent of students demonstrated some level of proficiency in the area of Global History.

**ADDITIONAL EVIDENCE**

While 86 percent of the students in the 2018 cohort have received an exemption from the Global History exam, two of the 65 students in the cohort had the opportunity to take the exam prior to the end of their second year. Both of those students passed the exam.

According to the calculation above, though, the 2018 cohort would show only 22 percent of students passing among those “with a valid score,” despite seven of the students having no score at all. ALCS believes that the measure more indicative of students making progress in Global History is that which includes those students with exemptions, amounting to 88 percent of the students in the 2018 cohort.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	3%	79	77%	70	91%
2018	76	1%	63	6%	61	88%
2019			74	--%	75	20%
2020					63	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

**Goal 6: Comparative Measure**

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

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

For the 2020-21 school year, ALCS remained in Good Standing.

## ADDITIONAL EVIDENCE

ALCS has continually demonstrated good standing in the expanded accountability metrics under ESSA. ALCS does not anticipate a TSI or CSI designation in the coming years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## APPENDIX A: OPTIONAL GOALS

### Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL

The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school’s continuous improvement process.

Each year 95 percent of students will complete a student survey and participate in the school’s continuous improvement process.

### METHOD

The Student Satisfaction Survey was distributed to students in Spring 2021 with results collected through the Panorama Social Emotional Learning platform. Staff regularly followed up with students who did not start or complete the survey through email and phone calls.

### RESULTS

ALCS did not achieve this measure. 81 percent of enrolled students in June 2021 responded to the Student Satisfaction Survey. This was directly attributed to by the fact that nearly half of students participated in fully remote learning.

#### 2020-21 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
234	289	81%

#### 2020-21 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALCS’s faculty and staff.	96%
ALCS teachers support me when I am having difficulty.	91%
Counselors at ALCS are available at convenient times/ make time to see me.	88%
ALCS has a positive learning environment.	86%
Bullying is not an issue for me at ALCS.	86%

### EVALUATION

ALCS recognizes that reliable collection of the Student Satisfaction Survey is crucial in the school's continuous improvement process and anticipates that fully in-person instruction in the 2021-2022 school year will facilitate a more complete survey process. Overall results of the 81 percent of student responses demonstrate general student satisfaction.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal II: OPTIONAL ORGANIZATIONAL GOAL

The administration will use data effectively to maintain a productive, satisfying and high achieving school climate by implementing evaluation tools on an annual basis as part of the school's continuous improvement process.

Each year, at least 85 percent of ALCS families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90 percent of the participants will be satisfied with the school.

### METHOD

The Family Satisfaction Survey was distributed as a Google Form to each family through their contact information. Responses were recorded in a Google Sheet. Families who did not respond were tracked and called by the Director of Advancement to deliver their responses orally.

### RESULTS

ALCS achieved this measure.

#### 2020-21 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
246	289	85%

#### 2020-2021 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am overall satisfied with ALCS as a school.	97%
I am comfortable discussing an issue or concern with faculty or staff.	97%
ALCS has a positive learning environment.	96%
ALCS's faculty and staff are respectful.	96%
Questions or concerns regarding the code of conduct are handled in a supportive manner.	94%
If I have a concern, it is addressed appropriately and resolved.	93%

### EVALUATION

Of the 289 families sending their students to ALCS, 85 percent of them responded to the Family Satisfaction Survey. 97 percent of those who responded indicated that they were “overall satisfied with ALCS as a school.”

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 100 percent of the ALCS staff will complete a school and leadership satisfaction survey to be used by the board of trustees for continuous improvement.

### METHOD

The Staff Satisfaction Survey was distributed to the faculty and staff through a digital survey platform. Responses were recorded and aggregated by department/team.

### RESULTS

ALCS achieved this measure.

#### 2020-2021 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
62	62	100%

#### 2020-21 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
When I raise a concern, I generally receive a response in a timely manner from an admin.	94%
ALCS admins make themselves available to me & provide feedback on my performance.	90%
I would recommend this school to other teachers I know who were seeking employment.	81%

### EVALUATION

Overall results of the staff responses demonstrate general staff satisfaction, with the most favorable response items relating to feedback and support from school administration.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the ALCS Board of Trustees will complete a self-evaluation and use the information to inform board training objectives.

The board completes this process annually.

Each year, ALCS will maintain sound fiscal practices and remain in financial good standing as measured by an annual audit conducted by an external accounting firm.

Audit will be completed and submitted by November 1, 2021.



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**




**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	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)**



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**Albany Leadership Charter High School for Girls**

**SCHOOL**

<b>Name:</b>	Albany Leadership Charter High School for Girls
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**CONTACT INFORMATION**

<b>Contact Name:</b>	Ryan Smith
<b>Contact Title:</b>	School Business Administrator
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
2021-22

ENROLLMENT BY GRADES

9	10	11	12
90	80	70	60

1	2	3	4	5	6	7	8
				50			

K
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GRADES
INITIAL BUDGETED ENROLLMENT
TOTAL ENROLLMENT = 350

ENROLLMENT BY DISTRICT

ANNUAL BUDGET				
TOTAL DISTRICTS/ENROLLMENT BY QUARTER				
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
Original	Original	Original	Original	
13	13	13	13	
0	0	0	0	
350	350	350	350	
Revised	Revised	Revised	Revised	
0	0	0	0	
0	0	0	0	

ANNUAL BUDGET				
TOTAL DISTRICTS/ENROLLMENT BY QUARTER				
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
Original	Original	Original	Original	
256	256	256	256	
2	2	2	2	
3	3	3	3	
1	1	1	1	
1	1	1	1	
1	1	1	1	
4	4	4	4	
1	1	1	1	
4	4	4	4	
45	45	45	45	
3	3	3	3	
25	25	25	25	
4	4	4	4	

PRIOR YEAR
ACTUAL
0
0

NUMBER OF SCHOOL DISTRICTS ENROLLED:
NUMBER OF STUDENTS ENROLLED:

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

ANNUAL BUDGET

PRIMARY/OTHER	DISTRICT NAME(S)	ENROLLMENT BY QUARTER				ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1	PRIMARY District	256	256	256	256				
2	SECONDARY District	2	2	2	2				
3	Other District 3	3	3	3	3				
4	Other District 4	1	1	1	1				
5	Other District 5	1	1	1	1				
6	Other District 6	1	1	1	1				
7	Other District 7	4	4	4	4				
8	Other District 8	1	1	1	1				
9	Other District 9	4	4	4	4				
10	Other District 10	45	45	45	45				
11	Other District 11	3	3	3	3				
12	Other District 12	25	25	25	25				
13	Other District 13	4	4	4	4				
14	Other District 14								

PRIOR YEAR	2020-21	Actual Enrollment	ANNUAL BUDGET				ACTUAL ENROLLMENT BY QUARTER			
			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised
			Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment
			256	256	256	256	256	256	256	256
			2	2	2	2	2	2	2	2
			3	3	3	3	3	3	3	3
			1	1	1	1	1	1	1	1
			1	1	1	1	1	1	1	1
			1	1	1	1	1	1	1	1
			4	4	4	4	4	4	4	4
			1	1	1	1	1	1	1	1
			4	4	4	4	4	4	4	4
			45	45	45	45	45	45	45	45
			3	3	3	3	3	3	3	3
			25	25	25	25	25	25	25	25
			4	4	4	4	4	4	4	4

PRIOR YEAR
2020-21
Actual Enrollment

1	PRIMARY District	ALBANY CITY SD
2	SECONDARY District	BETHLEHEM CSD
3	Other District 3	COHOES CITY SD
4	Other District 4	EAST GREENBUSH CSD
5	Other District 5	GREEN ISLAND UFSO
6	Other District 6	GUILDERLAND CSD
7	Other District 7	LANSINGBURGH CSD
8	Other District 8	NORTH COLONIE CSD
9	Other District 9	RENSSELAER CITY SD
10	Other District 10	SCHENECTADY CITY SD
11	Other District 11	SOUTH COLONIE CSD
12	Other District 12	TROY CITY SD
13	Other District 13	WATERLIET CITY SD
14	Other District 14	(Select from drop-down list) →



PRIMARY/OTHER	DISTRICT NAME(S)	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIOR YEAR		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
2020-21		Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Enrollment	Enrollment	Enrollment	Enrollment
		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment





**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
2021-22**

**STAFFING PLAN FULL-TIME EQUIVALENT ( FTE )**

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Q1	Q2	Q3	Q4	
Executive Management	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Instructional Management	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	
Deans, Directors & Coordinators	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	
CEO/ Director of Finance	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Operations / Business Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Other	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>0.0</b>
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	Original	Revised	Q1 <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Original</th> <th>Revised</th> <th>Original</th> <th>Revised</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th>	Q2	Q3	Q4	Original	Revised	Original	Revised	Q1	Q2	Q3	Q4	
Teachers - Regular	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	
Teachers - SPED	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	
Substitute Teachers	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	
Teaching Assistants	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	
Specialty Teachers	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Aides	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Therapists & Counselors	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Other	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	
<b>TOTAL INSTRUCTIONAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	Original	Revised	Q1 <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Original</th> <th>Revised</th> <th>Original</th> <th>Revised</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th>	Q2	Q3	Q4	Original	Revised	Original	Revised	Q1	Q2	Q3	Q4	
Nurse	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Librarian															
Custodian															
Security															
Other	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>0.0</b>
<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

\*NOTE: Enter the number of FTE positions in the "blue" cells.

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.

\*NOTE: State the assumptions that are being made for personnel FTE levels.

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	
	Variance	Variance	Variance	Variance	Variance	
<b>Total Revenue</b>	-	1,662,341	-	1,652,992	-	1,652,987
<b>Total Expenses</b>	-	1,770,064	-	1,696,562	-	1,642,949
<b>Net Income</b>	-	(107,723)	-	(43,570)	-	10,037
<b>Actual Student Enrollment</b>	-	350	-	350	-	350
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Rate	2021-22	25.0%	25.0%	25.0%	25.0%	25.0%
ALBANY CITY SD	16,179	1,035,456	-	1,035,456	-	1,035,456
BETHLEHEM CSD	13,523	6,762	-	6,762	-	6,762
COHODES CITY SD	13,783	10,300	-	10,300	-	10,300
EAST GREENBUSH CSD	13,105	3,276	-	3,276	-	3,276
GREEN ISLAND UFSD	13,829	3,457	-	3,457	-	3,457
GUILDERLAND CSD	13,101	3,275	-	3,275	-	3,275
LANSINGBURGH CSD	11,213	11,213	-	11,213	-	11,213
NORTH COLONIE CSD	12,219	3,055	-	3,055	-	3,055
RENSELAR CITY SD	10,880	10,880	-	10,880	-	10,880
SCHENECTADY CITY SD	13,135	147,769	-	147,769	-	147,769
SOUTH COLONIE CSD	13,517	10,138	-	10,138	-	10,138
TROY CITY SD	16,817	105,106	-	105,106	-	105,106
WATERVLIET CITY SD	10,734	10,734	-	10,734	-	10,734
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	1,361,421	-	1,361,421	-	1,361,421
Special Education Revenue	-	25,000	-	25,000	-	25,000
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-
Other	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	1,386,421	-	1,386,421	-	1,386,421
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	3,175	-	3,175	-	3,175
Title I	-	31,320	-	31,320	-	31,319
Title Funding - Other	-	8,746	-	8,746	-	8,744
School Food Service (Free Lunch)	-	35,688	-	35,688	-	35,686
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	176,830	-	176,830	-	176,830
Other	-	9,350	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	265,108	-	255,759	-	255,754
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	5,562	-	5,562	-	5,562
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	500	-	500	-	500
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	4,751	-	4,750	-	4,750
OTHER	-	10,813	-	10,812	-	10,812
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	166,234	-	165,292	-	165,297
<b>TOTAL REVENUE</b>	-	1,662,341	-	1,652,992	-	1,652,987

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.  
If budget revisions ARE made, the entire REVISED budget column(s) for the affected quarter(s) must be completed on tabs 2, 3 and 4.

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	1,662,341	-	1,652,992	-	1,652,987	-
Total Expenses	-	1,770,064	-	1,696,562	-	1,642,949	-
Net Income	-	(107,723)	-	(43,570)	-	10,037	-
Actual Student Enrollment	-	350	-	350	-	350	-

EXPENSES	Avg. No. of Positions	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	1.00	36,414	-	36,414	-	36,414	-
Instructional Management	3.00	57,500	-	57,500	-	5,700	-
Deans, Directors & Coordinators	2.00	45,390	-	45,390	-	45,390	-
CFO / Director of Finance	1.00	19,125	-	19,125	-	19,125	-
Operation / Business Manager	1.00	10,400	-	10,400	-	10,400	-
Administrative Staff	12.00	119,923	-	119,923	-	119,923	-
TOTAL ADMINISTRATIVE STAFF	20.00	288,751	-	288,751	-	236,950	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	20.00	245,015	-	245,015	-	245,014	-
Teachers - SPED	10.00	120,110	-	120,110	-	120,108	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	7.00	59,775	-	59,775	-	59,774	-
Specialty Teachers	6.00	78,151	-	78,151	-	78,151	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	4.00	46,729	-	46,729	-	46,728	-
Other	-	66,306	-	66,306	-	66,306	-
TOTAL INSTRUCTIONAL	47.00	616,085	-	616,085	-	616,085	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	1.00	13,750	-	13,750	-	13,750	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	3.00	50,637	-	50,637	-	50,637	-
TOTAL NON-INSTRUCTIONAL	4.00	64,387	-	64,387	-	64,387	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>71.00</b>	<b>969,723</b>	<b>-</b>	<b>969,723</b>	<b>-</b>	<b>851,117</b>	<b>-</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	64,059	-	64,059	-	64,058	-
Fringe / Employee Benefits	-	114,452	-	114,452	-	114,451	-
Retirement / Pension	-	17,000	-	17,000	-	17,000	-
TOTAL PAYROLL TAXES AND BENEFITS	-	195,511	-	195,511	-	195,509	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>71.00</b>	<b>1,164,733</b>	<b>-</b>	<b>1,098,430</b>	<b>-</b>	<b>1,046,623</b>	<b>-</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	9,000	1,800	-	1,800	-	1,800	-
Legal	3,750	3,750	-	3,750	-	3,750	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	8,785	8,785	-	8,785	-	8,785	-
Food Service / School Lunch	8,082	8,082	-	8,082	-	8,082	-
Payroll Services	3,750	3,750	-	3,750	-	3,750	-
Special Ed Services	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	36,750	36,750	-	36,750	-	36,749	-
TOTAL CONTRACTED SERVICES	70,117	70,117	-	62,917	-	61,116	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>	-	1,662,341	-	1,652,992	-	1,652,992	-	1,652,992	-	1,652,987	-	-	
<b>Total Expenses</b>	-	1,770,064	-	1,696,562	-	1,642,960	-	1,642,960	-	1,642,949	-	-	
<b>Net Income</b>	-	(107,723)	-	(43,570)	-	10,032	-	10,032	-	10,037	-	-	
<b>Actual Student Enrollment</b>	-	350	-	350	-	350	-	350	-	350	-	-	
<b>SCHOOL OPERATIONS</b>													
Board Expenses		1,375		1,375		1,375		1,375		1,375		-	
Classroom / Teaching Supplies & Materials		6,500		6,500		6,500		6,500		6,500		-	
Special Ed Supplies & Materials												-	
Textbooks / Workbooks		2,500		2,500		2,500		2,500		2,500		-	
Supplies & Materials other												-	
Equipment / Furniture												-	
Telephone		7,430		7,430		7,430		7,430		7,430		-	
Technology		47,197		47,197		47,197		47,197		47,197		-	
Student Testing & Assessment		2,500		2,500		2,500		2,500		2,500		-	
Field Trips		2,250		2,250		2,250		2,250		2,250		-	
Transportation (student)		26,989		26,989		26,989		26,989		26,989		-	
Student Services - other		9,125		9,125		9,125		9,125		9,125		-	
Office Expense		8,563		8,563		8,563		8,563		8,563		-	
Staff Development		6,250		6,250		6,250		6,250		6,250		-	
Staff Recruitment		1,750		1,750		1,750		1,750		1,750		-	
Student Recruitment / Marketing		7,438		7,438		7,438		7,438		7,438		-	
School Meals / Lunch		20,000		20,000		20,000		20,000		20,000		-	
Travel (Staff)		1,250		1,250		1,250		1,250		1,250		-	
Fundraising												-	
Other		27,075		27,075		27,075		27,075		27,072		-	
<b>TOTAL SCHOOL OPERATIONS</b>	-	178,191	-	178,192	-	178,192	-	178,192	-	178,189	-	-	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance		16,318		16,318		16,318		16,318		16,318		-	
Janitorial		37,500		37,500		37,500		37,500		37,500		-	
Building and Land Rent / Lease / Facility Finance Interest		166,975		166,975		166,975		166,975		166,975		-	
Repairs & Maintenance		17,630		17,630		17,630		17,630		17,630		-	
Equipment / Furniture												-	
Security		500		500		500		500		500		-	
Utilities		12,500		12,500		12,500		12,500		12,498		-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	251,423	-	251,423	-	251,423	-	251,423	-	251,421	-	-	
<b>DEPRECIATION &amp; AMORTIZATION</b>													
COVID-19 / CONTINGENCY		105,600		105,600		105,600		105,600		105,600		-	
DEFERRED RENT												-	
<b>TOTAL EXPENSES</b>	-	1,770,064	-	1,696,562	-	1,642,960	-	1,642,960	-	1,642,949	-	-	
<b>NET INCOME</b>	-	(107,723)	-	(43,570)	-	10,032	-	10,032	-	10,037	-	-	

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	1,662,341	-	1,652,992	-	1,652,992	-	1,652,987	-
Total Expenses	-	1,770,064	-	1,696,562	-	1,642,960	-	1,642,949	-
Net Income	-	(107,723)	-	(43,570)	-	10,032	-	10,037	-
Actual Student Enrollment	-	350	-	350	-	350	-	350	-
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>									
<b>Number of Districts:</b>									
ALBANY CITY SD	-	13	-	13	-	13	-	13	-
BETHLEHEM CSD	-	256	-	256	-	256	-	256	-
COHOES CITY SD	-	2	-	2	-	2	-	2	-
EAST GREENBUSH CSD	-	3	-	3	-	3	-	3	-
GREEN ISLAND U/FSO	-	1	-	1	-	1	-	1	-
GUILDERLAND CSD	-	1	-	1	-	1	-	1	-
LANSINGBURGH CSD	-	4	-	4	-	4	-	4	-
NORTH COLONIE CSD	-	1	-	1	-	1	-	1	-
RENSSELAER CITY SD	-	4	-	4	-	4	-	4	-
SCHENECTADY CITY SD	-	45	-	45	-	45	-	45	-
SOUTH COLONIE CSD	-	3	-	3	-	3	-	3	-
TROY CITY SD	-	25	-	25	-	25	-	25	-
WATERVLIET CITY SD	-	4	-	4	-	4	-	4	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	<b>350</b>	-	<b>350</b>	-	<b>350</b>	-	<b>350</b>	-
<b>REVENUE PER PUPIL</b>	-	<b>4,750</b>	-	<b>4,723</b>	-	<b>4,723</b>	-	<b>4,723</b>	-
<b>EXPENSES PER PUPIL</b>	-	<b>5,057</b>	-	<b>4,847</b>	-	<b>4,694</b>	-	<b>4,694</b>	-



ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

Total Revenue	6,621,311	6,621,311	-	6,621,311	6,621,311
Total Expenses	6,752,534	6,752,534	-	(6,752,534)	(6,752,534)
Net Income	(131,224)	(131,224)	-	(131,224)	(131,224)
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget

REVENUE	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue	4,141,824	4,141,824	-	4,141,824	4,141,824
ALBANY CITY SD	27,046	27,046	-	27,046	27,046
BETHLEHEM CSD	41,199	41,199	-	41,199	41,199
COHOES CITY SD	13,105	13,105	-	13,105	13,105
EAST GREENBUSH CSD	13,829	13,829	-	13,829	13,829
GREEN ISLAND UFSO	13,101	13,101	-	13,101	13,101
GUILDERLAND CSD	44,852	44,852	-	44,852	44,852
LANSINGBURGH CSD	12,219	12,219	-	12,219	12,219
NORTH COLONIE CSD	43,520	43,520	-	43,520	43,520
RENSSELAER CITY SD	591,075	591,075	-	591,075	591,075
SCHENECTADY CITY SD	40,551	40,551	-	40,551	40,551
SOUTH COLONIE CSD	420,425	420,425	-	420,425	420,425
TROY CITY SD	42,936	42,936	-	42,936	42,936
WATERVLIET CITY SD	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg.)	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	5,445,682	5,445,682	-	5,445,682	5,445,682
Special Education Revenue	100,000	100,000	-	100,000	100,000
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	5,545,682	5,545,682	-	5,545,682	5,545,682

REVENUE FROM FEDERAL FUNDING	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
IDEA Special Needs	12,700	12,700	-	12,700	12,700
Title I	125,279	125,279	-	125,279	125,279
Title Funding - Other	34,982	34,982	-	34,982	34,982
School Food Service (Free Lunch)	142,750	142,750	-	142,750	142,750
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	707,320	707,320	-	707,320	707,320
Other	9,350	9,350	-	9,350	9,350
TOTAL REVENUE FROM FEDERAL SOURCES	1,032,380	1,032,380	-	1,032,380	1,032,380

LOCAL and OTHER REVENUE	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	22,248	22,248	-	22,248	22,248
Earnings on Investments	-	-	-	-	-
Interest Income	2,000	2,000	-	2,000	2,000
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	19,001	19,001	-	19,001	19,001
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	43,249	43,249	-	43,249	43,249

TOTAL REVENUE	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
TOTAL REVENUE	6,621,311	6,621,311	-	6,621,311	6,621,311

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Budget / Operating Plan

2021-22

	2021-22			DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	
Total Revenue	6,621,311	6,621,311	-	6,621,311
Total Expenses	6,752,534	6,752,534	-	(6,752,534)
Net Income	(131,224)	(131,224)	-	(131,224)
Actual Student Enrollment				
	Total Year		VARIANCE	
	Original Budget	Revised Budget	Budget vs. PY Budget	Original Budget vs. PY Budget
<b>EXPENSES</b>				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>				
	Avg. No. of Positions			
Executive Management	1.00	145,656	-	(145,656)
Instructional Management	3.00	126,400	-	(126,400)
Deans, Directors & Coordinators	2.00	181,559	-	(181,559)
CFO / Director of Finance	1.00	76,500	-	(76,500)
Operation / Business Manager	1.00	41,600	-	(41,600)
Administrative Staff	12.00	479,690	-	(479,690)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>20.00</b>	<b>1,051,405</b>	<b>-</b>	<b>(1,051,405)</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	20.00	980,059	-	(980,059)
Teachers - SPED	10.00	480,438	-	(480,438)
Substitute Teachers	-	-	-	-
Teaching Assistants	7.00	239,099	-	(239,099)
Specialty Teachers	6.00	312,604	-	(312,604)
Aides	-	-	-	-
Therapists & Counselors	4.00	186,915	-	(186,915)
Other	-	66,306	-	(66,306)
<b>TOTAL INSTRUCTIONAL</b>	<b>47.00</b>	<b>2,265,420</b>	<b>-</b>	<b>(2,265,420)</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	1.00	55,000	-	(55,000)
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	3.00	202,548	-	(202,548)
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>4.00</b>	<b>257,548</b>	<b>-</b>	<b>(257,548)</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>				
		3,574,372	-	(3,574,372)
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		256,235	-	(256,235)
Fringe / Employee Benefits		457,807	-	(457,807)
Retirement / Pension		68,000	-	(68,000)
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>782,042</b>	<b>-</b>	<b>(782,042)</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>				
		4,356,414	-	(4,356,414)
<b>CONTRACTED SERVICES</b>				
Accounting / Audit		10,800	-	(10,800)
Legal		15,000	-	(15,000)
Management Company Fee		-	-	-
Nurse Services		35,140	-	(35,140)
Food Service / School Lunch		32,328	-	(32,328)
Payroll Services		15,000	-	(15,000)
Special Ed Services		-	-	-
Titlement Services (i.e. Title I)		-	-	-
Other Purchased / Professional / Consulting		146,999	-	(146,999)
<b>TOTAL CONTRACTED SERVICES</b>		<b>255,267</b>	<b>-</b>	<b>(255,267)</b>

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>Total Revenue</b>	6,621,311	6,621,311	-	6,621,311	6,621,311
<b>Total Expenses</b>	6,752,534	6,752,534	-	(6,752,534)	(6,752,534)
<b>Net Income</b>	(131,224)	(131,224)	-	(131,224)	(131,224)
<b>Actual Student Enrollment</b>					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	5,500	5,500	-	(5,500)	(5,500)
Classroom / Teaching Supplies & Materials	26,000	26,000	-	(26,000)	(26,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	10,000	10,000	-	(10,000)	(10,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Telephone	-	-	-	-	-
Technology	29,720	29,720	-	(29,720)	(29,720)
Student Testing & Assessment	188,788	188,788	-	(188,788)	(188,788)
Field Trips	10,000	10,000	-	(10,000)	(10,000)
Transportation (student)	9,000	9,000	-	(9,000)	(9,000)
Student Services - other	107,956	107,956	-	(107,956)	(107,956)
Office Expense	36,500	36,500	-	(36,500)	(36,500)
Staff Development	34,252	34,252	-	(34,252)	(34,252)
Staff Recruitment	25,000	25,000	-	(25,000)	(25,000)
Student Recruitment / Marketing	7,000	7,000	-	(7,000)	(7,000)
School Meals / Lunch	29,752	29,752	-	(29,752)	(29,752)
Travel (Staff)	80,000	80,000	-	(80,000)	(80,000)
Fundraising	5,000	5,000	-	(5,000)	(5,000)
Other	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	108,297	108,297	-	(108,297)	(108,297)
	712,764	712,764	-	(712,764)	(712,764)
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	65,272	65,272	-	(65,272)	(65,272)
Janitorial	150,000	150,000	-	(150,000)	(150,000)
Building and Land Rent / Lease / Facility Finance Interest	667,900	667,900	-	(667,900)	(667,900)
Repairs & Maintenance	70,520	70,520	-	(70,520)	(70,520)
Equipment / Furniture	-	-	-	-	-
Security	2,000	2,000	-	(2,000)	(2,000)
Utilities	49,998	49,998	-	(49,998)	(49,998)
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	1,005,690	1,005,690	-	(1,005,690)	(1,005,690)
<b>DEPRECIATION &amp; AMORTIZATION</b>	422,400	422,400	-	(422,400)	(422,400)
<b>COVID-19 / CONTINGENCY</b>	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-
<b>TOTAL EXPENSES</b>	6,752,534	6,752,534	-	(6,752,534)	(6,752,534)
<b>NET INCOME</b>	(131,224)	(131,224)	-	(131,224)	(131,224)

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**

**Budget / Operating Plan**

2021-22

	2021-22		2021-22		VARIANCE	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget				
Total Revenue	6,621,311	6,621,311	6,621,311	6,621,311				
Total Expenses	6,752,534	6,752,534	(6,752,534)	(6,752,534)				
Net Income	(131,224)	(131,224)	-	(131,224)				
Actual Student Enrollment								
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> Number of Districts: ALBANY CITY SD BETHLEHEM CSD COHOES CITY SD EAST GREENBUSH CSD GREEN ISLAND UFSD GUILDERLAND CSD LANSINGBURGH CSD NORTH COLONIE CSD RENNELAER CITY SD SCHENECTADY CITY SD SOUTH COLONIE CSD TROY CITY SD WATERYLIET CITY SD - - ALL OTHER School Districts: ( Weighted Avg )								
<b>TOTAL ENROLLMENT</b>								
<b>REVENUE PER PUPIL</b>								
<b>EXPENSES PER PUPIL</b>								

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>Total Revenue</b>	-	1,662,341	-	1,652,992	-	1,652,992	-	1,652,992	-	1,652,987	-	1,652,987	-	6,621,311
<b>Total Expenses</b>	-	1,770,064	-	1,696,562	-	1,642,960	-	1,642,960	-	1,642,949	-	1,642,949	-	6,752,534
<b>Net Income</b>	-	(107,723)	-	(43,570)	-	10,032	-	10,032	-	10,037	-	10,037	-	(131,224)
<b>Actual Student Enrollment</b>	-	350	-	350	-	350	-	350	-	350	-	350	-	(131,224)
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES (enter descriptions below)</b>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES (enter descriptions below)</b>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES (enter descriptions below)</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	-	(107,723)	-	(43,570)	-	10,032	-	10,032	-	10,037	-	10,037	-	(131,224)
<b>Beginning Cash Balance</b>	-	-	-	(107,723)	-	(107,723)	-	(151,293)	-	(141,261)	-	(141,261)	-	-
<b>ENDING CASH BALANCE</b>	-	(107,723)	-	(151,293)	-	(141,261)	-	(141,261)	-	(131,224)	-	(131,224)	-	(131,224)

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Budget / Operating Plan  
2021-22

	2021-22		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	
<b>Total Revenue</b>	6,621,311	6,621,311	
<b>Total Expenses</b>	6,752,534	(6,752,534)	
<b>Net Income</b>	(131,224)	(131,224)	
<b>Actual Student Enrollment</b>			
	<b>Total Year</b>	<b>VARIANCE</b>	
	<b>Revised Budget</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget</b>
		<b>Variance</b>	
<b>CASH FLOW ADJUSTMENTS</b>			
OPERATING ACTIVITIES <i>(enter descriptions below)</i>			
Example - Add Back Depreciation	-	-	-
Other	-	-	-
Total Operating Activities	-	-	-
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>			
Example - Subtract Property and Equipment Expenditures	-	-	-
Other	-	-	-
Total Investment Activities	-	-	-
FINANCING ACTIVITIES <i>(enter descriptions below)</i>			
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-
Other	-	-	-
Total Financing Activities	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-
<b>NET INCOME</b>	(131,224)	(131,224)	(131,224)
<b>Beginning Cash Balance</b>	-	-	-
<b>ENDING CASH BALANCE</b>	(131,224)	(131,224)	(131,224)

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
BALANCE SHEET  
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>					
	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>					
	-	-	-	-	-
<b>TOTAL ASSETS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>					
	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	1,662,341	-	-	1,652,992	-	-	1,652,992	-	-	1,652,987	-
Total Expenses	-	1,770,064	-	-	1,696,562	-	-	1,642,960	-	-	1,642,949	-
Net Income	-	(107,723)	-	-	(43,570)	-	-	10,032	-	-	10,037	-
Actual Student Enrollment	-	350	-	-	350	-	-	350	-	-	350	-

\*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 Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>REVENUE</b>												
<b>REVENUES FROM STATE SOURCES</b>												
Per Pupil Revenue												
ALBANY CITY SD	16,179	1,035,456	-	-	1,035,456	-	-	1,035,456	-	-	1,035,456	-
BETHLEHEM CSD	13,523	6,762	-	-	6,762	-	-	6,762	-	-	6,762	-
COHOES CITY SD	13,733	10,300	-	-	10,300	-	-	10,300	-	-	10,300	-
EAST GREENBUSH CSD	13,105	3,276	-	-	3,276	-	-	3,276	-	-	3,276	-
GREEN ISLAND UFSD	13,829	3,457	-	-	3,457	-	-	3,457	-	-	3,457	-
GUILDERLAND CSD	13,101	3,275	-	-	3,275	-	-	3,275	-	-	3,275	-
LANSINGBURGH CSD	11,213	11,213	-	-	11,213	-	-	11,213	-	-	11,213	-
NORTH COLONIE CSD	12,219	3,055	-	-	3,055	-	-	3,055	-	-	3,055	-
RENSSELAER CITY SD	10,880	10,880	-	-	10,880	-	-	10,880	-	-	10,880	-
SCHENECTADY CITY SD	13,135	147,769	-	-	147,769	-	-	147,769	-	-	147,769	-
SOUTH COLONIE CSD	13,517	10,138	-	-	10,138	-	-	10,138	-	-	10,138	-
TROY CITY SD	16,817	105,106	-	-	105,106	-	-	105,106	-	-	105,106	-
WATERVLIET CITY SD	10,734	10,734	-	-	10,734	-	-	10,734	-	-	10,734	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	1,361,421	-	-	1,361,421	-	-	1,361,421	-	-	1,361,421	-
Special Education Revenue												
Grants												
Stimulus												
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	1,386,421	-	-	1,386,421	-	-	1,386,421	-	-	1,386,421	-
<b>REVENUE FROM FEDERAL FUNDING</b>												
IDEA Special Needs												
Title I	3,175	3,175	-	-	3,175	-	-	3,175	-	-	3,175	-
Title Funding - Other	31,320	31,320	-	-	31,320	-	-	31,320	-	-	31,320	-
School Food Service (Free Lunch)	8,746	8,746	-	-	8,746	-	-	8,746	-	-	8,746	-
Grants	35,688	35,688	-	-	35,688	-	-	35,688	-	-	35,688	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-
Other	176,830	176,830	-	-	176,830	-	-	176,830	-	-	176,830	-
Other	9,350	9,350	-	-	9,350	-	-	9,350	-	-	9,350	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	265,108	-	-	255,759	-	-	255,759	-	-	255,754	-
<b>LOCAL and OTHER REVENUE</b>												
Contributions and Donations												
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	5,562	5,562	-	-	5,562	-	-	5,562	-	-	5,562	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	500	500	-	-	500	-	-	500	-	-	500	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	4,751	4,751	-	-	4,750	-	-	4,750	-	-	4,750	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	10,813	-	-	10,812	-	-	10,812	-	-	10,812	-
<b>TOTAL REVENUE</b>	-	1,662,341	-	-	1,652,992	-	-	1,652,992	-	-	1,652,987	-



**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	1,662,341	-	-	1,652,992	-	-	1,652,992	-	-	1,652,987	-
Total Expenses	-	1,770,064	-	-	1,696,562	-	-	1,642,960	-	-	1,642,949	-
Net Income	-	(107,723)	-	-	(43,570)	-	-	10,032	-	-	10,037	-
Actual Student Enrollment	-	350	-	-	350	-	-	350	-	-	350	-

\*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0			Quarter 0			Quarter 0			Quarter 0			
	No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	-	36,414	-	-	36,414	-	-	-	36,414	-	-	36,414	-
Instructional Management	-	57,500	-	-	57,500	-	-	-	57,500	-	-	57,500	-
Deans, Directors & Coordinators	-	45,390	-	-	45,390	-	-	-	45,390	-	-	45,390	-
CFO / Director of Finance	-	19,125	-	-	19,125	-	-	-	19,125	-	-	19,125	-
Operation / Business Manager	-	10,400	-	-	10,400	-	-	-	10,400	-	-	10,400	-
Administrative Staff	-	119,923	-	-	119,923	-	-	-	119,923	-	-	119,923	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	288,751	-	-	288,751	-	-	-	288,751	-	-	288,751	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	245,015	-	-	245,015	-	-	-	245,015	-	-	245,015	-
Teachers - SPED	-	120,110	-	-	120,110	-	-	-	120,110	-	-	120,110	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	59,775	-	-	59,775	-	-	-	59,775	-	-	59,775	-
Specialty Teachers	-	78,151	-	-	78,151	-	-	-	78,151	-	-	78,151	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	46,729	-	-	46,729	-	-	-	46,729	-	-	46,729	-
Other	-	66,306	-	-	66,306	-	-	-	66,306	-	-	66,306	-
<b>TOTAL INSTRUCTIONAL</b>	-	616,085	-	-	616,085	-	-	-	616,085	-	-	616,085	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	13,750	-	-	13,750	-	-	-	13,750	-	-	13,750	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	50,637	-	-	50,637	-	-	-	50,637	-	-	50,637	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	64,387	-	-	64,387	-	-	-	64,387	-	-	64,387	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	969,223	-	-	969,223	-	-	-	969,223	-	-	969,223	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	64,059	-	-	64,059	-	-	-	64,059	-	-	64,059	-
Fringe / Employee Benefits	-	114,452	-	-	114,452	-	-	-	114,452	-	-	114,452	-
Retirement / Pension	-	17,000	-	-	17,000	-	-	-	17,000	-	-	17,000	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	195,511	-	-	195,511	-	-	-	195,511	-	-	195,511	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	1,164,733	-	-	1,164,733	-	-	-	1,164,733	-	-	1,164,733	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	9,000	-	-	9,000	-	-	-	9,000	-	-	9,000	-
Legal	-	3,750	-	-	3,750	-	-	-	3,750	-	-	3,750	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	8,785	-	-	8,785	-	-	-	8,785	-	-	8,785	-
Food Service / School Lunch	-	8,082	-	-	8,082	-	-	-	8,082	-	-	8,082	-
Payroll Services	-	3,750	-	-	3,750	-	-	-	3,750	-	-	3,750	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	36,750	-	-	36,750	-	-	-	36,750	-	-	36,750	-
<b>TOTAL CONTRACTED SERVICES</b>	-	70,117	-	-	70,117	-	-	-	70,117	-	-	70,117	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>Total Revenue</b>	-	1,662,341	-	-	1,652,992	-	-	1,652,992	-	-	1,652,987	-
<b>Total Expenses</b>	-	1,770,064	-	-	1,696,562	-	-	1,642,960	-	-	1,642,949	-
<b>Net Income</b>	-	(107,723)	-	-	(43,570)	-	-	10,032	-	-	10,037	-
<b>Actual Student Enrollment</b>	-	350	-	-	350	-	-	350	-	-	350	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	1,375	1,375	-	1,375	1,375	-	1,375	1,375	-	1,375	1,375	-
Classroom / Teaching Supplies & Materials	6,500	6,500	-	6,500	6,500	-	6,500	6,500	-	6,500	6,500	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	7,430	7,430	-	7,430	7,430	-	7,430	7,430	-	7,430	7,430	-
Technology	47,197	47,197	-	47,197	47,197	-	47,197	47,197	-	47,197	47,197	-
Student Testing & Assessment	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-
Field Trips	2,250	2,250	-	2,250	2,250	-	2,250	2,250	-	2,250	2,250	-
Transportation (student)	26,989	26,989	-	26,989	26,989	-	26,989	26,989	-	26,989	26,989	-
Student Services - other	9,125	9,125	-	9,125	9,125	-	9,125	9,125	-	9,125	9,125	-
Office Expense	8,563	8,563	-	8,563	8,563	-	8,563	8,563	-	8,563	8,563	-
Staff Development	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-
Staff Recruitment	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-
Student Recruitment / Marketing	7,438	7,438	-	7,438	7,438	-	7,438	7,438	-	7,438	7,438	-
School Meals / Lunch	20,000	20,000	-	20,000	20,000	-	20,000	20,000	-	20,000	20,000	-
Travel (Staff)	1,250	1,250	-	1,250	1,250	-	1,250	1,250	-	1,250	1,250	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	27,075	27,075	-	27,075	27,075	-	27,075	27,075	-	27,075	27,075	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	178,191	-	-	178,192	-	-	178,192	-	-	178,189	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	16,318	16,318	-	16,318	16,318	-	16,318	16,318	-	16,318	16,318	-
Janitorial	37,500	37,500	-	37,500	37,500	-	37,500	37,500	-	37,500	37,500	-
Building and Land Rent / Lease / Facility Finance Interest	166,975	166,975	-	166,975	166,975	-	166,975	166,975	-	166,975	166,975	-
Repairs & Maintenance	17,630	17,630	-	17,630	17,630	-	17,630	17,630	-	17,630	17,630	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	500	500	-	500	500	-	500	500	-	500	500	-
Utilities	12,500	12,500	-	12,500	12,500	-	12,500	12,498	-	12,498	12,498	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	251,423	-	-	251,423	-	-	251,423	-	-	251,421	-
<b>DEPRECIATION &amp; AMORTIZATION</b>												
COVID-19 / CONTINGENCY	105,600	105,600	-	105,600	105,600	-	105,600	105,600	-	105,600	105,600	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	1,770,064	-	-	1,696,562	-	-	1,642,960	-	-	1,642,949	-
<b>NET INCOME</b>	-	(107,723)	-	-	(43,570)	-	-	10,032	-	-	10,037	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

		2021-22				4th Quarter - 4/1 - 6/30			
		1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget
Total Revenue		-	1,662,341	-	-	1,652,992	-	-	1,652,992
Total Expenses		-	1,770,064	-	-	1,696,562	-	-	1,642,949
Net Income		-	(107,723)	-	-	(43,570)	-	-	10,037
Actual Student Enrollment		-	350	-	-	350	-	-	350

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>												
ALBANY CITY SD	-	256	-	-	256	-	-	256	-	-	256	-
BETHLEHEM CSD	-	2	-	-	2	-	-	2	-	-	2	-
COHOES CITY SD	-	3	-	-	3	-	-	3	-	-	3	-
EAST GREENBUSH CSD	-	1	-	-	1	-	-	1	-	-	1	-
GREEN ISLAND UFSD	-	1	-	-	1	-	-	1	-	-	1	-
GUILDERLAND CSD	-	1	-	-	1	-	-	1	-	-	1	-
LANSINGBURGH CSD	-	4	-	-	4	-	-	4	-	-	4	-
NORTH COLONIE CSD	-	1	-	-	1	-	-	1	-	-	1	-
RENSELAEY CITY SD	-	4	-	-	4	-	-	4	-	-	4	-
SCHENECTADY CITY SD	-	45	-	-	45	-	-	45	-	-	45	-
SOUTH COLONIE CSD	-	3	-	-	3	-	-	3	-	-	3	-
TROY CITY SD	-	25	-	-	25	-	-	25	-	-	25	-
WATERLIET CITY SD	-	4	-	-	4	-	-	4	-	-	4	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	<b>350</b>	-	-	<b>350</b>	-	-	<b>350</b>	-	-	<b>350</b>	-
<b>REVENUE PER PUPIL</b>	-	<b>4,750</b>	-	-	<b>4,723</b>	-	-	<b>4,723</b>	-	-	<b>4,723</b>	-
<b>EXPENSES PER PUPIL</b>	-	<b>5,057</b>	-	-	<b>4,847</b>	-	-	<b>4,694</b>	-	-	<b>4,694</b>	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

Total Revenue	-	6,621,311	(6,621,311)	-	6,621,311	(6,621,311)	-
Total Expenses	-	6,752,534	6,752,534	-	6,752,534	6,752,534	-
Net Income	-	(131,224)	131,224	-	(131,224)	131,224	-
Actual Student Enrollment	-	-	-	-	-	-	-

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual Current Budget (Current Quarter)	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
			Actual Current Budget (Current Quarter)	Actual vs. Original Budget (Current Quarter)	Original Budget	Actual vs. Original Budget				

REVENUE	2021-22 Per Pupil Rate	Actual Current Budget (Current Quarter)	Actual vs. Original Budget (Current Quarter)	Original Budget	Actual vs. Original Budget	Budget - TY	Original Budget	Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUES FROM STATE SOURCES										
Per Pupil Revenue										
ALBANY CITY SD	16,179	-	4,141,824	(4,141,824)	-	-	4,141,824	(4,141,824)	-	-
BETHLEHEM CSD	13,523	-	27,046	(27,046)	-	-	27,046	(27,046)	-	-
COHOES CITY SD	13,733	-	41,199	(41,199)	-	-	41,199	(41,199)	-	-
EAST GREENBUSH CSD	13,105	-	13,105	(13,105)	-	-	13,105	(13,105)	-	-
GREEN ISLAND UFSD	13,829	-	13,829	(13,829)	-	-	13,829	(13,829)	-	-
GUILDERLAND CSD	13,101	-	13,101	(13,101)	-	-	13,101	(13,101)	-	-
LANSINGBURGH CSD	11,213	-	44,852	(44,852)	-	-	44,852	(44,852)	-	-
NORTH COLONIE CSD	12,219	-	12,219	(12,219)	-	-	12,219	(12,219)	-	-
RENSELAER CITY SD	10,880	-	43,520	(43,520)	-	-	43,520	(43,520)	-	-
SCHENECTADY CITY SD	13,135	-	591,075	(591,075)	-	-	591,075	(591,075)	-	-
SOUTH COLONIE CSD	13,517	-	40,551	(40,551)	-	-	40,551	(40,551)	-	-
TROY CITY SD	16,817	-	420,425	(420,425)	-	-	420,425	(420,425)	-	-
WATERVLIET CITY SD	10,734	-	42,936	(42,936)	-	-	42,936	(42,936)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,559	-	5,445,682	(5,445,682)	-	-	5,445,682	(5,445,682)	-	-
Special Education Revenue										
Grants										
Stimulus										
DYCD (Department of Youth and Community Development)										
Other										
NYC DoE Rental Assistance										
Other										
TOTAL REVENUE FROM STATE SOURCES			5,545,682	(5,545,682)	-	-	5,545,682	(5,545,682)	-	-
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs										
Title I			12,700	(12,700)	-	-	12,700	(12,700)	-	-
Title Funding - Other			125,279	(125,279)	-	-	125,279	(125,279)	-	-
School Food Service (Free Lunch)			34,982	(34,982)	-	-	34,982	(34,982)	-	-
Grants			142,750	(142,750)	-	-	142,750	(142,750)	-	-
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-
Other			707,320	(707,320)	-	-	707,320	(707,320)	-	-
Other			9,350	(9,350)	-	-	9,350	(9,350)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			1,032,380	(1,032,380)	-	-	1,032,380	(1,032,380)	-	-
LOCAL and OTHER REVENUE										
Contributions and Donations										
Fundraising										
Erate Reimbursement			22,248	(22,248)	-	-	22,248	(22,248)	-	-
Earnings on Investments										
Interest Income			2,000	(2,000)	-	-	2,000	(2,000)	-	-
Food Service (Income from meals)										
Text Book										
OTHER			19,001	(19,001)	-	-	19,001	(19,001)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			43,249	(43,249)	-	-	43,249	(43,249)	-	-
TOTAL REVENUE			6,621,311	(6,621,311)	-	-	6,621,311	(6,621,311)	-	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

Total Revenue	-	6,621,311	(6,621,311)	-	6,621,311	(6,621,311)	-	6,621,311	(6,621,311)
Total Expenses	-	6,752,534	6,752,534	-	6,752,534	6,752,534	-	6,752,534	6,752,534
Net Income	-	(131,224)	(131,224)	-	(131,224)	(131,224)	-	(131,224)	(131,224)
Actual Student Enrollment	-	-	-	-	-	-	-	-	-

	Actual vs. Current Budget (Current Quarter)	Actual vs. Current Budget (Current Quarter)	Actual vs. Current Budget (Current Quarter)	TOTALS AND VARIANCE ANALYSIS				PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual vs. Original Budget TY
				Actual vs. Original Budget (Current Quarter)	Actual vs. Original Budget (Current Quarter)	Actual vs. Original Budget (Current Quarter)	Actual vs. Original Budget (Current Quarter)			
				Actual	Current Budget - TY	Actual	Original Budget			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed										
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	145,656	145,656	-	145,656	145,656	-	145,656	145,656	
Instructional Management	-	126,400	126,400	-	126,400	126,400	-	126,400	126,400	
Deans, Directors & Coordinators	-	181,559	181,559	-	181,559	181,559	-	181,559	181,559	
CFO / Director of Finance	-	76,500	76,500	-	76,500	76,500	-	76,500	76,500	
Operation / Business Manager	-	41,600	41,600	-	41,600	41,600	-	41,600	41,600	
Administrative Staff	-	479,690	479,690	-	479,690	479,690	-	479,690	479,690	
TOTAL ADMINISTRATIVE STAFF	-	1,051,405	1,051,405	-	1,051,405	1,051,405	-	1,051,405	1,051,405	
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	980,059	980,059	-	980,059	980,059	-	980,059	980,059	
Teachers - SPED	-	480,438	480,438	-	480,438	480,438	-	480,438	480,438	
Substitute Teachers	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	239,099	239,099	-	239,099	239,099	-	239,099	239,099	
Specialty Teachers	-	312,604	312,604	-	312,604	312,604	-	312,604	312,604	
Aides	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	186,915	186,915	-	186,915	186,915	-	186,915	186,915	
Other	-	66,306	66,306	-	66,306	66,306	-	66,306	66,306	
TOTAL INSTRUCTIONAL	-	2,265,420	2,265,420	-	2,265,420	2,265,420	-	2,265,420	2,265,420	
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	55,000	55,000	-	55,000	55,000	-	55,000	55,000	
Librarian	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	
Other	-	202,548	202,548	-	202,548	202,548	-	202,548	202,548	
TOTAL NON-INSTRUCTIONAL	-	257,548	257,548	-	257,548	257,548	-	257,548	257,548	
SUBTOTAL PERSONNEL SERVICE COSTS										
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	256,235	256,235	-	256,235	256,235	-	256,235	256,235	
Fringe / Employee Benefits	-	457,807	457,807	-	457,807	457,807	-	457,807	457,807	
Retirement / Pension	-	68,000	68,000	-	68,000	68,000	-	68,000	68,000	
TOTAL PAYROLL TAXES AND BENEFITS	-	782,042	782,042	-	782,042	782,042	-	782,042	782,042	
TOTAL PERSONNEL SERVICE COSTS										
CONTRACTED SERVICES										
Accounting / Audit	-	10,800	10,800	-	10,800	10,800	-	10,800	10,800	
Legal	-	15,000	15,000	-	15,000	15,000	-	15,000	15,000	
Management Company Fee	-	-	-	-	-	-	-	-	-	
Nurse Services	-	35,140	35,140	-	35,140	35,140	-	35,140	35,140	
Food Service / School Lunch	-	32,328	32,328	-	32,328	32,328	-	32,328	32,328	
Payroll Services	-	15,000	15,000	-	15,000	15,000	-	15,000	15,000	
Special Ed Services	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	146,999	146,999	-	146,999	146,999	-	146,999	146,999	
TOTAL CONTRACTED SERVICES	-	255,267	255,267	-	255,267	255,267	-	255,267	255,267	

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

	2021-22			Actual vs. Budget			Actual vs. Original			Actual vs. Budget			Actual vs. Original			Actual vs. Budget			Actual vs. Original		
	Actual	Current Budget	Actual vs. Current Budget	Current Budget	Original Budget	Current vs. Original Budget	Current Budget	Original Budget	Current vs. Original Budget	Current Budget	Original Budget	Current vs. Original Budget	Current Budget	Original Budget	Current vs. Original Budget	Current Budget	Original Budget	Current vs. Original Budget	Current Budget	Original Budget	Current vs. Original Budget
<b>Total Revenue</b>	-	-	-	6,621,311	6,621,311	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	-	-	-	6,752,534	6,752,534	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	-	-	-	(131,224)	(131,224)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>																					
<b>SCHOOL OPERATIONS</b>																					
Board Expenses	-	-	-	5,500	5,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	26,000	26,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	29,720	29,720	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	188,788	188,788	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	9,000	9,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	107,956	107,956	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	36,500	36,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	34,252	34,252	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	25,000	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	7,000	7,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	29,752	29,752	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	80,000	80,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	5,000	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	108,297	108,297	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	<b>712,764</b>	<b>712,764</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>																					
Insurance	-	-	-	65,272	65,272	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	150,000	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	667,900	667,900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	70,520	70,520	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	49,998	49,998	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	<b>1,005,690</b>	<b>1,005,690</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>																					
<b>COVID-19 / CONTINGENCY</b>	-	-	-	422,400	422,400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	<b>6,752,534</b>	<b>6,752,534</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	-	-	-	<b>(131,224)</b>	<b>(131,224)</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
Budget / Operating Plan

2021-22

Total Revenue	-	-	6,621,311	(6,621,311)	(6,621,311)	-	6,621,311	(6,621,311)	-
Total Expenses	-	-	6,752,534	6,752,534	6,752,534	-	6,752,534	6,752,534	-
Net Income	-	-	(131,224)	131,224	(131,224)	-	(131,224)	131,224	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	TOTALS AND VARIANCE ANALYSIS		Actual vs. Original Budget	Original Budget (Current Quarter)	Actual vs. Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
					Actual vs. Current Budget	Original Budget						

\* Enrollment Data Based on Last Actual Quarter Completed

ENROLLMENT - *School Districts Are Linked To Above Entries*	-	-	-	-	-	-	-	-	-	-	-	-
ALBANY CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
BETHLEHEM CSD	-	-	-	-	-	-	-	-	-	-	-	-
COHOES CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
EAST GREENBUSH CSD	-	-	-	-	-	-	-	-	-	-	-	-
GREEN ISLAND UFSD	-	-	-	-	-	-	-	-	-	-	-	-
GUILDERLAND CSD	-	-	-	-	-	-	-	-	-	-	-	-
LANSINGBURGH CSD	-	-	-	-	-	-	-	-	-	-	-	-
NORTH COLONIE CSD	-	-	-	-	-	-	-	-	-	-	-	-
RENSELAER CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
SCHENECTADY CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
SOUTH COLONIE CSD	-	-	-	-	-	-	-	-	-	-	-	-
TROY CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
WATERVLIET CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

ALL OTHER School Districts: ( Count = 0 )

<b>TOTAL ENROLLMENT</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE PER PUPIL</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>EXPENSES PER PUPIL</b>	-	-	-	-	-	-	-	-	-	-	-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**2021-22**

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**



ALBANY LEADERSHIP  
CHARTER HIGH SCHOOL FOR GIRLS

Financial Statements

June 30, 2021 and 2020

(With Independent Auditors' Report Thereon)

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

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\* \* \* \* \*

## INDEPENDENT AUDITORS' REPORT

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The Board of Trustees  
Albany Leadership Charter High School for Girls  
Albany, New York:

### Report on the Financial Statements

We have audited the accompanying financial statements of Albany Leadership Charter High School for Girls (a nonprofit organization) (the School), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Albany Leadership Charter High School for Girls as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated November 1, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

EFPR Group, CPAs, PLLC

Williamsville, New York  
November 1, 2021

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
Statements of Financial Position  
June 30, 2021 and 2020

<u>Assets</u>	<u>2021</u>	<u>2020</u>
Current assets:		
Cash and equivalents - unrestricted	\$ 2,221,627	2,676,584
Grants and contracts receivable	573,044	359,320
Accounts receivable	1,854	4,005
Prepaid expenses	44,399	69,447
Total current assets	<u>2,840,924</u>	<u>3,109,356</u>
Property and equipment, at cost	11,041,641	11,029,716
Less accumulated depreciation	<u>(1,515,677)</u>	<u>(1,143,314)</u>
Net property and equipment	<u>9,525,964</u>	<u>9,886,402</u>
Other assets:		
Cash and equivalents - Board designated	75,412	75,376
Funds held by trustee	<u>1,034,195</u>	<u>1,036,473</u>
Total other assets	<u>1,109,607</u>	<u>1,111,849</u>
Total assets	<u>\$ 13,476,495</u>	<u>14,107,607</u>
<u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable and accrued expenses	177,524	194,413
Accrued payroll and benefits	329,636	470,111
Current installments of bonds payable	<u>180,000</u>	<u>175,000</u>
Total current liabilities	<u>687,160</u>	<u>839,524</u>
Long-term liabilities:		
Bonds payable, excluding current installments, net of premium and unamortized debt issuance costs	9,856,085	10,044,874
Promissory note - paycheck protection program	<u>-</u>	<u>654,000</u>
Total long-term liabilities	<u>9,856,085</u>	<u>10,698,874</u>
Total liabilities	<u>10,543,245</u>	<u>11,538,398</u>
Net assets without donor restrictions:		
General operating	2,857,838	2,493,833
Board designated	<u>75,412</u>	<u>75,376</u>
Total net assets without donor restrictions	<u>2,933,250</u>	<u>2,569,209</u>
Total liabilities and net assets	<u>\$ 13,476,495</u>	<u>14,107,607</u>

See accompanying notes to financial statements.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
 Statements of Activities  
 Years ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
Revenue:		
Public school districts:		
Resident student enrollment	\$ 4,425,696	4,716,502
Students with disabilities	110,650	113,155
Grants and contracts:		
Federal	319,851	159,261
Food Service/Children Nutrition Program	35,874	129,479
State and local	<u>37,897</u>	<u>224,030</u>
Total revenue	<u>4,929,968</u>	<u>5,342,427</u>
Expenses:		
Program services:		
Regular education	3,666,920	3,805,338
Special education	601,478	609,569
Other programs	<u>99,594</u>	<u>163,119</u>
Total program services	4,367,992	4,578,026
Management and general	<u>874,857</u>	<u>909,367</u>
Total expenses	<u>5,242,849</u>	<u>5,487,393</u>
Loss from school operations	<u>(312,881)</u>	<u>(144,966)</u>
Support and other revenue:		
Loan forgiveness - paycheck protection program	654,000	-
Contributions	14,915	5,001
Fundraising, net	6,372	4,073
Miscellaneous income	<u>1,635</u>	<u>24,994</u>
Total support and other revenue	<u>676,922</u>	<u>34,068</u>
Change in net assets without donor restrictions	364,041	(110,898)
Net assets without donor restrictions at beginning of year	<u>2,569,209</u>	<u>2,680,107</u>
Net assets without donor restrictions at end of year	<u>\$ 2,933,250</u>	<u>2,569,209</u>

See accompanying notes to financial statements.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Statement of Functional Expenses

Year ended June 30, 2021

with comparative totals for 2020

	No. of positions	Program Services				Total	Supporting Services Management and general	Total	
		Regular education	Special education	Other programs				2021	2020
Personnel services costs:									
Instructional personnel	31	\$ 1,488,000	280,945	-	1,768,945	-	1,768,945	2,010,584	
Administrative personnel	7	312,544	78,545	-	391,089	455,738	846,827	923,380	
Non-instructional personnel	12	-	-	32,335	32,335	25,831	58,166	78,438	
Total salaries and staff	<u>50</u>	<u>1,800,544</u>	<u>359,490</u>	<u>32,335</u>	<u>2,192,369</u>	<u>481,569</u>	<u>2,673,938</u>	<u>3,012,402</u>	
Fringe benefits and payroll taxes		389,797	77,825	7,000	474,622	104,254	578,876	605,776	
Retirement		40,707	8,128	731	49,566	10,887	60,453	68,650	
Legal services		6,858	1,369	-	8,227	1,807	10,034	16,708	
Accounting and audit services		7,381	1,474	-	8,855	1,945	10,800	10,800	
Other purchased, professional and consulting services		136,235	27,200	2,447	165,882	36,437	202,319	164,749	
Rent expense		2,487	38	282	2,807	390	3,197	45,227	
Repairs and maintenance		157,454	2,382	17,882	177,718	24,721	202,439	221,131	
Insurance		71,554	1,082	8,127	80,763	11,235	91,998	81,930	
Utilities		33,041	500	3,752	37,293	5,188	42,481	37,945	
Supplies and materials		16,460	3,286	-	19,746	-	19,746	34,036	
Uniforms		8,562	-	-	8,562	-	8,562	15,562	
Equipment and furnishings		730	146	-	876	193	1,069	1,211	
Staff development		4,486	896	-	5,382	-	5,382	10,096	
Marketing and recruitment		26,441	5,279	-	31,720	6,967	38,687	42,700	
Technology		182,592	36,456	-	219,048	48,115	267,163	88,564	
Food services		-	-	21,348	21,348	-	21,348	60,070	
Student services		100,740	-	-	100,740	-	100,740	108,946	
Office expense		41,495	8,285	-	49,780	10,933	60,713	45,733	
Bad debt expense		-	-	-	-	-	-	1,168	
Depreciation		322,509	4,381	-	326,890	45,473	372,363	367,751	
Interest expense		316,847	63,261	5,690	385,798	84,743	470,541	446,238	
Total expenses		<u>\$ 3,666,920</u>	<u>601,478</u>	<u>99,594</u>	<u>4,367,992</u>	<u>874,857</u>	<u>5,242,849</u>	<u>5,487,393</u>	

See accompanying notes to financial statements.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Statement of Functional Expenses

Year ended June 30, 2020

	Program Services				Supporting Services	
	No. of positions	Regular education	Special education	Other programs		Management and general
Personnel services costs:						
Instructional personnel	35	\$ 1,688,503	322,081	-	-	2,010,584
Administrative personnel	11	332,296	74,521	-	516,563	923,380
Non-instructional personnel	17	-	-	48,315	30,123	78,438
Total salaries and staff	<u>63</u>	<u>2,020,799</u>	<u>396,602</u>	<u>48,315</u>	<u>546,686</u>	<u>3,012,402</u>
Fringe benefits and payroll taxes		406,371	79,754	9,716	109,935	605,776
Retirement		46,053	9,038	1,101	12,458	68,650
Legal services		11,432	2,244	-	3,032	16,708
Accounting and audit services		7,390	1,450	-	1,960	10,800
Other purchased, professional and consulting services		110,518	21,690	2,643	29,898	164,749
Rent expense		35,177	532	3,995	5,523	45,227
Repairs and maintenance		171,992	2,602	19,533	27,004	221,131
Insurance		63,724	964	7,237	10,005	81,930
Utilities		29,513	446	3,352	4,634	37,945
Supplies and materials		28,452	5,584	-	-	34,036
Uniforms		15,562	-	-	-	15,562
Equipment and furnishings		828	163	-	220	1,211
Staff development		8,440	1,656	-	-	10,096
Marketing and recruitment		29,217	5,734	-	7,749	42,700
Technology		60,599	11,893	-	16,072	88,564
Food services		-	-	60,070	-	60,070
Student services		108,946	-	-	-	108,946
Office expense		31,294	6,141	-	8,298	45,733
Bad debt expense		1,168	-	-	-	1,168
Depreciation		318,515	4,326	-	44,910	367,751
Interest expense		299,348	58,750	7,157	80,983	446,238
Total expenses		<u>\$ 3,805,338</u>	<u>609,569</u>	<u>163,119</u>	<u>909,367</u>	<u>5,487,393</u>

See accompanying notes to financial statements.



ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
Statements of Cash Flows  
Years ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
Cash flows from operating activities:		
Change in net assets without donor restrictions	\$ 364,041	(110,898)
Adjustments to reconcile change in net assets without donor restrictions to net cash provided by (used in) operating activities:		
Depreciation	372,363	367,751
Loan forgiveness - paycheck protection program	(654,000)	-
Bad debt expense	-	1,168
Amortization of debt issuance costs	10,685	10,685
Amortization of bond premium	(19,474)	(19,474)
Changes in:		
Grants and contracts receivable	(213,724)	(262,058)
Accounts receivable	2,151	(1,969)
Prepaid expenses	25,048	(596)
Accounts payable and accrued expenses	(16,889)	87,253
Accrued payroll and benefits	(140,475)	25,511
Net cash provided by (used in) operating activities	<u>(270,274)</u>	<u>97,373</u>
Cash flows from investing activities - purchases of property and equipment	<u>(11,925)</u>	<u>(10,123,882)</u>
Cash flows from financing activities:		
Proceeds from bond issuance	-	10,200,000
Bond principal payments	(175,000)	(235,000)
Proceeds from promissory note - paycheck protection program	-	654,000
Payments for debt issuance costs	-	(320,553)
Proceeds from premium	-	584,216
Net cash provided by (used in) financing activities	<u>(175,000)</u>	<u>10,882,663</u>
Net change in cash and equivalents	(457,199)	856,154
Cash and equivalents at beginning of year	<u>3,788,433</u>	<u>2,932,279</u>
Cash and equivalents at end of year	<u>\$ 3,331,234</u>	<u>3,788,433</u>
Supplemental schedule of cash flow information:		
Cash paid during the year for interest	<u>\$ 479,900</u>	<u>415,905</u>
Classification of cash and equivalents:		
Unrestricted	2,221,627	2,676,584
Board designated	75,412	75,376
Funds held by trustee	<u>1,034,195</u>	<u>1,036,473</u>
	<u>\$ 3,331,234</u>	<u>3,788,433</u>

See accompanying notes to financial statements.

# ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

## Notes to Financial Statements

June 30, 2021 and 2020

### (1) Organization and Purpose

Albany Leadership Charter High School for Girls' (the School) mission is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

A provisional charter, valid for five years, was granted to the School by the University of the State of New York pursuant to Article 56 of the Education Law of the State of New York in 2009. In 2018, a five year charter renewal was issued which will enable the School to operate through July 31, 2023. As of June 30, 2021, the School includes grades 9 through 12 and has annualized full-time enrollment of 305 students in four grades.

The School is governed by a Board of Trustees in accordance with the School's by-laws.

### (2) Summary of Significant Accounting Policies

#### (a) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

#### (b) Basis of Presentation

The School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets without donor restrictions represents resources available for the general support of the School's activities. Net assets with donor restrictions are those whose use has been limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled by actions of the Association. At June 30, 2021 and 2020, the School only had net assets without donor restrictions.

#### (c) Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### (d) Cash and Equivalents

For purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash and equivalents.

#### (e) Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist principally of cash accounts in financial institutions. Although the accounts exceed the federally insured deposit amount, management does not anticipate nonperformance by the financial institution.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Notes to Financial Statements, Continued

(2) Summary of Significant Accounting Policies, Continued

(f) Receivables

The School uses the allowance method to account for uncollectible receivables. Management has determined that no allowance was deemed necessary for the years ended June 30, 2021 and 2020.

(g) Capitalization, Depreciation and Amortization

Property and equipment are recorded at cost or fair market value at the date of the gift in the case of donated property and equipment. If donors stipulate how long the assets must be used, the contributions are recorded as restricted support. In the absence of such stipulations, contributions of property and equipment are recorded as unrestricted support. Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated service lives using the straight-line method. Improvements are capitalized, while expenditures for maintenance and repairs are charged to expense as incurred. Upon disposal of depreciable property and equipment, the appropriate property and equipment accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statements of activities. Generally, property and equipment which has a cost in excess of \$5,000 at the date of acquisition and has an expected useful life of three to thirty years is capitalized.

(h) Public School District Revenue

The School receives per pupil aid passed through from each student's home public school district. The New York State Department of Education mandates the rate per pupil. The regular education per pupil rate from Albany City School District, the district from which the School receives its largest pass through of district revenue, was \$15,718 and \$15,861 for the years ended June 30, 2021 and 2020, respectively.

(i) Deferred Revenue and Revenue Recognition

Grant awards accounted for as exchange transactions are recorded as revenue when expenditures have been incurred in compliance with the grant restrictions. Amounts unspent are recorded in the statements of financial position as deferred revenue.

(j) Donated Equipment, Materials, Supplies and Personnel Services

Donated equipment, materials and supplies are reflected in the financial statements based on the fair market value at the time of donation.

Donated personnel services meeting the requirements for recognition in the financial statements were not material and have not been recorded. However, many individuals volunteer their time and perform a variety of tasks that assist the School.

## ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

### Notes to Financial Statements, Continued

#### (2) Summary of Significant Accounting Policies, Continued

##### (k) Promises to Give

Contributions are recognized when the donor makes an unconditional promise to give to the School. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

##### (l) Functional Expenses

The School prepares young women to graduate high school with the academic and leadership skills necessary to succeed in college and the career of their choosing. All expenses related to providing these services have been allocated to program services with the exception of certain administrative expenses. Salaries and benefits are allocated among program and support based on time and effort. Office and other expenses are allocated based on direct usage.

##### (m) Subsequent Events

The School has evaluated subsequent events through the date of the report which is the date the financial statements were available to be issued.

Subsequent to year end, the School expanded to include grades six through eight. Additionally, the legal name of the School changed to Albany Leadership Charter School for Girls.

##### (n) Risks and Uncertainties

The United States is presently in the midst of a national health emergency related to the COVID-19 virus. The overall consequences of the COVID-19 on a national, regional and local level are unknown, but has the potential to result in a significant economic impact. The impact of this situation on the School and its future results and financial position is not presently determinable.

##### (o) Income Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code), therefore, no provision for income taxes is reflected in the financial statements. The School has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Code. The School presently discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the School has taken no uncertain tax positions that require adjustment in its financial statements. U.S. Forms 990 filed by the School are subject to examination by taxing authorities.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Notes to Financial Statements, Continued

(3) Liquidity

The School has \$2,796,525 of financial assets available within one year of the statement of financial position date to meet cash needs for general expenditures, consisting of \$2,221,627 of cash and equivalents and \$574,898 of receivables. None of these financial assets are subject to donor or contractual restrictions that make them unavailable for general expenditure within one year of the 2021 statement of financial position date. As more fully described in note 6, the School has an escrow account with a balance of \$75,412 which it can utilize in the event of an unanticipated liquidity need as well as several reserve accounts held by a trustee with a balance of \$1,034,195 which were set up in accordance with provisions of their bond agreement.

(4) Grants, Contracts and Accounts Receivable

Grants, contracts and accounts receivable as of June 30, 2021 and 2020 are as follows:

	<u>2021</u>	<u>2020</u>
School district tuition	\$ 360,530	227,616
U.S. Department of Agriculture	17,497	4,145
U.S. Department of Education	<u>195,017</u>	<u>127,559</u>
	573,044	359,320
Other receivables	<u>1,854</u>	<u>4,005</u>
	<u>\$ 574,898</u>	<u>363,325</u>

(5) Property and Equipment

Property and equipment as of June 30, 2021 and 2020 are as follows:

	<u>2021</u>	<u>2020</u>
Building	\$ 10,000,000	10,000,000
Improvements	420,869	420,869
Equipment	406,743	394,818
Furniture and fixtures	<u>214,029</u>	<u>214,029</u>
	11,041,641	11,029,716
Less: accumulated depreciation	<u>(1,515,677)</u>	<u>(1,143,314)</u>
Net property and equipment	<u>\$ 9,525,964</u>	<u>9,886,402</u>

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Notes to Financial Statements, Continued

(6) Other Assets

(a) Escrow Account

As set forth in its charter, the School established an escrow account in the amount of \$75,000 to be used upon school closure as designated by the Board of Trustees. The balance in the escrow account was \$75,412 and \$75,376 as of June 30, 2021 and 2020, respectively. The balance in the escrow account is classified as board designated net assets on the statements of financial position.

(b) Funds Held by Trustee

In conjunction with the bonds payable (note 7), the School established various reserve accounts. The purpose and balance of each account as of June 30, 2021 and 2020 are as follows:

Bond Fund - The School established a Bond Fund in which a reserve was established to account for future debt service requirements. The balance in the Bond Fund was \$217,675 and \$220,029 as of June 30, 2021 and 2020, respectively.

Reserve Fund - The School established a Reserve Fund in which the School is required to maintain an amount sufficient to pay the annual debt service payments. The balance in the Reserve Fund was \$658,315 and \$658,246 as of June 30, 2021 and 2020, respectively.

Repair and Replacement Fund - The School established a Repair and Replacement Reserve Fund in which the School is required to deposit and maintain an amount equal to at least \$150,000. The balance in the Repair and Replacement Reserve Fund was \$150,008 and \$150,001 as of June 30, 2021 and 2020, respectively.

Project Fund - The School established a Project Fund in order to deposit proceeds from the sale of the bonds and disburse them in accordance with the bond agreement. The balance in the Project Fund was \$8,197 as of June 30, 2021 and 2020.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
Notes to Financial Statements, Continued

(7) Bonds Payable

Bonds payable at June 30, 2021 and 2020 are summarized as follows:

	<u>2021</u>	<u>2020</u>
Bonds payable - repayment due in annual installments commencing June 1, 2020 through June 1, 2049 with interest ranging from 4.00% - 5.00% per annum. The bonds are collateralized by property located at 19 Hackett Boulevard, Albany, New York.	\$ 9,790,000	9,965,000
Less current installments	<u>(180,000)</u>	<u>(175,000)</u>
Bonds payable, excluding current installments	9,610,000	9,790,000
Plus, net unamortized debt issuance costs and bond premium	<u>246,085</u>	<u>254,874</u>
Bonds payable excluding current installments, debt issuance costs and bond premium	\$ <u>9,856,085</u>	<u>10,044,874</u>

The aggregate maturities for bonds payable for the five years following June 30, 2021 and thereafter is as follows:

2022	\$ 180,000
2023	185,000
2024	195,000
2025	205,000
2026	210,000
Thereafter	<u>8,815,000</u>
	\$ <u>9,790,000</u>

(8) Promissory Note - Paycheck Protection Program

In May 2020, the School received a loan under the Paycheck Protection Program (the Loan) that was designed by the United States Small Business Administration (SBA) to provide direct incentives for small businesses to keep their workers on payroll due to COVID-19. The SBA will forgive the loan if all employee retention criteria is met and funds are used for eligible expenses. If the criteria are not met, the loan is to be paid in equal payments over a period of two years including interest at 1%. In February 2021, the SBA provided approval for the forgiveness of the Loan. As of June 30, 2021, the School recognized revenue of \$654,000 towards eligible expenses and is included in support and other revenue in the accompanying statements of activities.

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS  
Notes to Financial Statements, Continued

(9) Lease Obligation

The School has an agreement for janitorial services with A.K. Cleaning Services through June 30, 2024. Total expenses for cleaning services under this contract amounted to \$140,400 for the years ended June 30, 2021 and 2020. Future minimum payments under the agreement are as follows:

2022	\$ 144,000
2023	147,600
2024	<u>153,600</u>
	<u>\$ 445,200</u>

(10) Retirement Plan

The School adopted a retirement plan under IRC 401(k) covering all eligible employees. Under the plan, employees are eligible to receive employer matching contributions after one year of service. The School provides a matching contribution to each eligible employee's plan at a rate determined annually by the Board of Trustees. Matching contribution rate are 2%, 4% or 6% depending on the employee's years of service. The School's retirement plan expense for the years ended June 30, 2021 and 2020 was \$60,453 and \$68,650, respectively.

(11) Concentration of Risk

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 74% and 84% of total revenue and support for the years ended June 30, 2021 and 2020, respectively.

(12) Contingency

The School has received grants which are subject to audit by agencies of the state and Federal government. Such audits may result in disallowances and a request for a return of funds. Based on prior experience, the School's administration believes that disallowances, if any, will be immaterial.



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Trustees  
Albany Leadership Charter High School for Girls  
Albany, New York:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Albany Leadership Charter High School for Girls (a nonprofit organization) (the School), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to financial statements, and have issued our report thereon dated November 1, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

EFPR Group, CPAs, PLLC

Williamsville, New York  
November 1, 2021



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	Albany Leadership Charter High School for Girls
<b>Audit Period:</b>	2020-21
<b>Prior Period:</b>	2019-20
<b>Report Due Date:</b>	Monday, November 1, 2021
<b>School Fiscal Contact Name:</b>	Ryan Smith
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	EFPR Group
<b>School Audit Contact Name:</b>	David Urban
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	N/A
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 2,221,627	\$ 2,676,584
Grants and contracts receivable	573,044	359,320
Accounts receivables	1,854	4,005
Prepaid expenses	44,399	69,447
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>2,840,924</b>	<b>3,109,356</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>9,525,964</b>	<b>9,886,402</b>
<b><u>OTHER ASSETS</u></b>	<b>1,109,607</b>	<b>1,111,849</b>
<b>TOTAL ASSETS</b>	<b>13,476,495</b>	<b>14,107,607</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 177,524	\$ 194,413
Accrued payroll and benefits	329,636	470,111
Deferred Revenue	-	-
Current maturities of long-term debt	180,000	175,000
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>687,160</b>	<b>839,524</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	9,856,085	10,698,874
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>9,856,085</b>	<b>10,698,874</b>
<b>TOTAL LIABILITIES</b>	<b>10,543,245</b>	<b>11,538,398</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	2,933,250	2,569,209
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>2,933,250</b>	<b>2,569,209</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>13,476,495</b>	<b>14,107,607</b>

CK - Should be zero

-

-

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 4,425,696	\$ -	\$ 4,425,696	\$ 4,716,502
Students with disabilities	110,650	-	110,650	113,155
Grants and Contracts				
State and local	37,897	-	37,897	224,030
Federal - Title and IDEA	201,302	-	201,302	159,261
Federal - Other	772,549	-	772,549	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	35,874	-	35,874	129,479
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>5,583,968</b>	<b>-</b>	<b>5,583,968</b>	<b>5,342,427</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 3,666,920	\$ -	\$ 3,666,920	\$ 3,805,338
Special Education	601,478	-	601,478	609,569
Other Programs	99,594	-	99,594	163,119
Total Program Services	4,367,992	-	4,367,992	4,578,026
Management and general	874,857	-	874,857	909,367
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>5,242,849</b>	<b>-</b>	<b>5,242,849</b>	<b>5,487,393</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>341,119</b>	<b>-</b>	<b>341,119</b>	<b>(144,966)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	14,915	-	14,915	5,001
Corporations	-	-	-	-
Fundraising	6,372	-	6,372	4,073
Interest income	-	-	-	-
Miscellaneous income	1,635	-	1,635	24,994
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>22,922</b>	<b>-</b>	<b>22,922</b>	<b>34,068</b>
<b>CHANGE IN NET ASSETS</b>	<b>364,041</b>	<b>-</b>	<b>364,041</b>	<b>(110,898)</b>
NET ASSETS BEGINNING OF YEAR	2,569,209	-	2,569,209	2,680,107
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 2,933,250</b>	<b>\$ -</b>	<b>\$ 2,933,250</b>	<b>\$ 2,569,209</b>

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**

**Statement of Cash Flows**

**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 364,041	\$ (110,898)
Revenues from School Districts	-	-
Accounts Receivable	2,151	(1,969)
Due from School Districts	-	-
Depreciation	372,363	367,751
Grants Receivable	(213,724)	(262,058)
Due from NYS	-	-
Grant revenues	(654,000)	-
Prepaid Expenses	25,048	(596)
Accounts Payable	(16,889)	87,253
Accrued Expenses	-	-
Accrued Liabilities	(140,475)	25,511
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other - Bad Debt	-	1,168
Other - Amortization	(8,789)	(8,789)
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ (270,274)</b>	<b>\$ 97,373</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(11,925)	(10,123,882)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (11,925)</b>	<b>\$ (10,123,882)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	(175,000)	(235,000)
Other	-	11,117,663
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ (175,000)</b>	<b>\$ 10,882,663</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ (457,199)</b>	<b>\$ 856,154</b>
Cash at beginning of year	3,788,433	2,932,279
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 3,331,234</b>	<b>\$ 3,788,433</b>

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21						2019-20		
		Program Services			Supporting Services					
		Regular Education	Special Education	Other Education	Fund-raising	Management and General	Total	Total	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	7.00	312,544	78,545	-	-	391,089	-	455,738	846,827	923,380
Instructional Personnel	31.00	1,488,000	280,945	-	-	1,768,945	-	-	1,768,945	2,010,584
Non-Instructional Personnel	12.00	-	-	32,335	32,335	32,335	-	25,831	58,166	78,438
Total Salaries and Staff	50.00	1,800,544	359,490	32,335	32,335	2,192,369	-	481,569	2,673,938	3,012,402
Fringe Benefits & Payroll Taxes		389,797	77,825	7,000	474,622	7,000	-	104,254	578,876	605,776
Retirement		40,707	8,128	731	49,566	49,566	-	10,887	60,453	68,650
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		6,858	1,369	-	8,227	8,227	-	1,807	10,034	16,708
Accounting / Audit Services		7,381	1,474	-	8,855	8,855	-	1,945	10,800	10,800
Other Purchased / Professional / Consulting Services		136,235	27,200	2,447	165,882	165,882	-	36,437	202,319	164,749
Building and Land Rent / Lease / Facility Finance Interest		2,487	38	282	2,807	2,807	-	390	3,197	45,227
Repairs & Maintenance		157,454	2,382	17,882	177,718	177,718	-	24,721	202,439	221,131
Insurance		71,554	1,082	8,127	80,763	80,763	-	11,235	91,998	81,930
Utilities		33,041	500	3,752	37,293	37,293	-	5,188	42,481	37,945
Supplies / Materials		16,460	3,286	-	19,746	19,746	-	-	19,746	34,036
Equipment / Furnishings		730	146	-	876	876	-	193	1,069	1,211
Staff Development		4,486	896	-	5,382	5,382	-	-	5,382	10,096
Marketing / Recruitment		26,441	5,279	-	31,720	31,720	-	6,967	38,687	42,700
Technology		182,592	36,456	-	219,048	219,048	-	48,115	267,163	88,564
Food Service		-	-	21,348	21,348	21,348	-	-	21,348	60,070
Student Services		100,740	-	-	100,740	100,740	-	-	100,740	108,946
Office Expense		41,495	8,285	-	49,780	49,780	-	10,933	60,713	45,733
Depreciation		322,509	4,381	-	326,890	326,890	-	45,473	372,363	367,751
OTHER		325,409	63,261	5,690	394,360	394,360	-	84,743	479,103	462,968
Total Expenses		\$ 3,666,920	\$ 601,478	\$ 99,594	\$ 4,367,992	\$ 4,367,992	\$ -	\$ 874,857	\$ 5,242,849	\$ 5,487,393

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Albany Leadership Charter School for Girls
Name of trustee (print):	Arricka D Pickens-Harrison
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

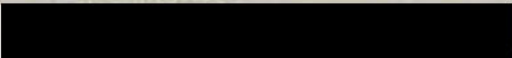
Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Albany Leadership Charter High School for Girls**

Name of trustee (print): **Etwin Bowman**

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **Trustee**

Email Address: 

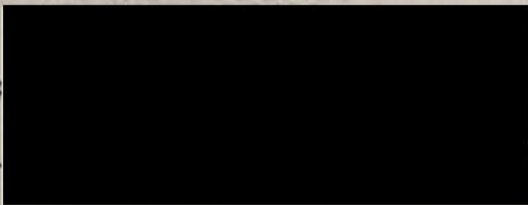
### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:



### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? (If you check yes, answer 1a), 1b), and 1c)).  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
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3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
-----------------------	---	---	------------------------------	---	---	-------------------------------------

Trustee Signature

Signature: *Etwin Bowmer*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Albany Leadership Charter High School for Girls**  
 Name of trustee (print): **Eldon Harris**  
 Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):  
 Email Address: [REDACTED]

### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: *Signed by Ryan Smith School Business Admin on behalf of Eldon Harris*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Albany Leadership Charter for Girls
Name of trustee (print):	Elizabeth Robertson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 947183F0D0BD462...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: Albany Leadership Charter High School for Girls  
 Name of trustee (print): James Celesine  
 Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):  
 Email Address:

### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1–June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Signed by Ryan Smith School Business Admin on behalf of Janis Celestine*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Albany Leadership Charter School for Girls
Name of trustee (print):	Arricka D Pickens-Harrison
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

[Redacted Signature]

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



### 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

#### Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Albany Leadership Charter H.S.  
Sharon B. Bowles For Girls

Name of trustee (print):

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

Email Address:



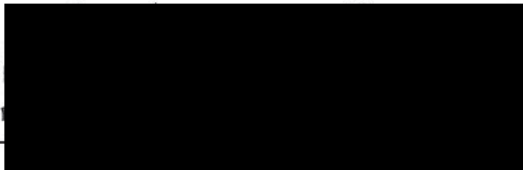
#### Home Address

Please complete with **changes** only:

Street:

City, State Zi

Phone:



#### Business Address

Please complete with **changes** only:

Business Name:

Street:

City, State Zip:

Phone:

#### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

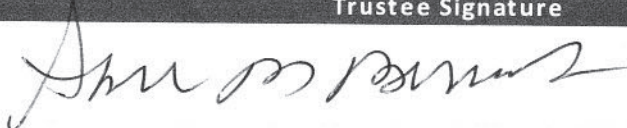
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: Albany Leadership Charter High School for Girls

Name of trustee (print): Sharon Cate-Williams

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): Accountability Committee Chair

Email Address: [REDACTED]

### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: *Signed by Ryan Smith School Business Admin on behalf of Sharon Cole-Williams*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.


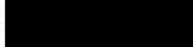


**City of Albany  
Department of Public Safety  
Division of Building and Codes**

Sano Rubin Construction, Inc.  
624 Delaware Avenue  
Albany, NY 12209

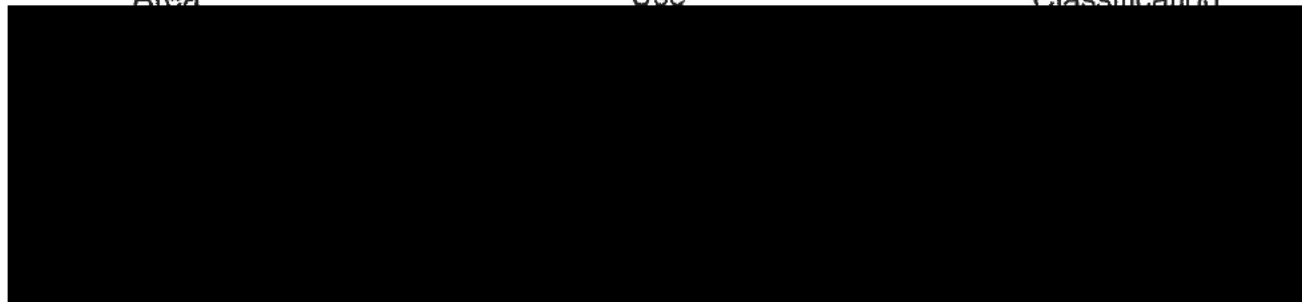
**Certificate of Occupancy**

Address: 21 Hackett Blvd

Permit   
Parcel 

This is to Certify that the building located at 21 Hackett Blvd in the City of Albany, NY has been inspected and found to be in compliance with the plans on file and with permit application for construction of a private high school known as Albany Leadership Charter High School for Girls.

The following occupancy is permitted at this location:

Area	Use	Uniform Code Classification
		

No change in the nature of this parcel, building or use is allowed without a permit and the issuance of a new Certificate of Occupancy.

Zoning District at time of Issuance C-O

Issuance Recommended By:



Vincent J. DiBiase  
Sr. Building Inspector

  
Nicholas A. DiLello, Director

Issue Date: Monday, November 22, 2010



The University of the State of New York  
**THE STATE EDUCATION DEPARTMENT**  
 State Office of Religious and Independent Schools - Room 1078 Education Building Annex  
 Albany, New York 12234

**ANNUAL NONPUBLIC SCHOOL BUILDING FIRE SAFETY REPORT**

**(PLEASE PRINT)**

All school buildings containing classroom, dormitory, laboratory, physical education, dining, or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for fire hazard which might endanger the lives of students, teachers, and employees therein. (In compliance with N.Y. Education Law 807-A(1) and New York State Uniform Fire Prevention and Building Code (NYSUFPC)).

**School Name**

A	L	B	A	N	Y		L	E	A	D	E	R	S	H	I	P		C	H	S								
---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	---	---	---	--	--	--	--	--	--	--	--

**Facility/Building Name**

A	L	B	A	N	Y		L	E	A	D	E	R	S	H	I	P		C	H	S								
---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	---	---	---	--	--	--	--	--	--	--	--

**Street Address (NO PO Box Numbers)**

1	9		H	A	C	K	E	T	T		B	L	V	D														
---	---	--	---	---	---	---	---	---	---	--	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**City/Town/Village**

A	L	B	A	N	Y																							
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Zip Code**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Name of Municipality Responsible for Local Code Enforcement**

C	I	T	Y		O	F		A	L	B	A	N	Y															
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**Nonpublic School BEDS Code**

0	1	0	1	0	0	8	6	0	9	6	0
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**INSTRUCTIONS**

- Read the "Manual for New York State Nonpublic School Facility Fire Safety Inspections" prior to inspecting the facility.
- A separate report must be completed for each building and location.
- **Part I: General Information.** School officials must complete this section annually.
- **Part II:**
  - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for schools with electrically operated partitions (Regulations of the Commissioner 155.25).
  - Items 09A-2 through 25A-3 on the Non-Conformance Report Sheet – Must be completed for all schools (New York State Uniform Fire Prevention and Building Code).
- **Part III (A, B, C and D) Certifications.** To be completed by individuals as indicated.
- This form must be kept on file at the school for three years and must be available for public review.
- **Submitting the Report:** The final submission package includes a total of five pages. After the inspection, sign the Certifications on pages 4 and 5, staple the pages together, and mail to the address above.

**Part I: General Information and Fire/Life Safety History**  
(to be completed annually)

1. Indicate the primary use of this facility: (check one box)

a) Student Instruction	<input checked="" type="checkbox"/>	b) Other Student Use (dormitory, dining hall, physical education building, etc.)	
------------------------	-------------------------------------	--	--

2. Is there a fire sprinkler system in this facility? Yes  No

If yes, is the sprinkler alarm connected with the building alarm? Yes  No

3. Is there a fire hydrant system for facility protection? Yes  No

If yes, indicate ownership of the system.

Public Owned  School Owned  Other \_\_\_\_\_ (specify)

4. Indicate the ownership of this facility.

Leased \_\_\_\_\_ Owned  Other \_\_\_\_\_ (specify)

5. What is the current gross square footage of this facility?  
(to the nearest whole ten feet)



.. If this facility is used for instruction, complete (a) – (d); otherwise go to question #7.

a) Fire drills were held in accordance with Section 807 of State Education Law and Sections F405 of the 2015 International Fire Code and F403.5.4 of the NYS Uniform Code Supplement.

Yes  No

b) Average time to evacuate this facility:

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Minutes                  Seconds

c) Student instruction in arson and fire prevention was provided in accordance with Section 808 of State Education Law; which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety during each month that school is in session.

Yes  No

d) Employee training in fire prevention, evacuation, and fire safety was provided during the past year, and Records maintained in accordance with Section F406 of the 2015 International Fire Code.

Yes  No

7. If the fire alarm was activated since the last annual fire inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the 2015 International Fire Code?

Yes  No

8. Have there been any fires in this facility since the last annual fire inspection?

Yes \_\_\_\_\_ No X

If yes, indicate:

a) Number of fires

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b) Total number of injuries

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c) Total cost of property damage

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**Part II: Nonpublic School Fire Safety Non-Conformance Report Sheet**

School Name: Albany Community Charter School

Building Name: Albany Community CS

Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected
08A-2			13A-2			19E-1		
08B-2			13B-2			19F-1		
08C-2			14A-2			19G-1		
08D-2			14B-2			19H-2		
08E-2			14C-2			20A-1		
09A-2			14D-1			20B-1		
09B-2			14E-1			20C-1		
09C-1			15A-2			21A-3		
09D-1			15B-1			22A-3		
09F-2			15C-2			22B-3		
09G-2			15D-2			22C-3		
10A-2			15E-1			23A-1		
10B-2			16A-2			23B-1		
10C-1			16B-2			23C-1		
10D-1			16C-2			23D-2		
11A-2			17A-3			24A-3		
11B-1			17B-2			25A-3		
11C-2			17C-2					
11D-2			17D-2					
11E-1			17E-1					
12A-1			17F-3					
12B-3			17G-1					
12C-2			17H-2					
12D-2			17I-2					
12E-1			17J-1					
12F-1			17K-1					
12G-1			17L-1					
12H-1			18A-2					
12I-1			18B-2					
12J-1			18C-2					
12K-1			18D-2					
12L-1			19A-3					
12M-1			19B-2					
12N-1			19C-1					
12O-2			19D-1					

**If any additional non-conformances are observed, check item 25A-3 and list the Code section below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Inspector**

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes  No

**Part III: Nonpublic School Certifications**

Please complete sections III-A, Section III-B and/or Section III-C, and Section III-D as directed below

**Section III-A Fire Inspection Method**

What method(s) did the school authorities use to complete the annual fire inspection for this building? Check appropriate box(es)

- Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located (complete section III-B)
- Inspection by a **fire corporation** whose territory includes the school building (complete section III-B)
- Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located (complete section III-B)
- Employing or contracting persons** who, in the judgment of the school authorities, are qualified to make such an inspection (complete section III-C)

For additional information regarding these methods, please refer to: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

**Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, or County Fire Coordinator**

The individual noted below inspected this building on 7/21/2020 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: KELLY J. GOERTZ Title: FF/INVESTIGATOR

Signature: [Signature] Date: 7/21/2020

Inspector's Organization: ALBANY FIRE DEPT.

Inspector's Telephone: [Redacted] Inspector's [Redacted]

Inspector's Registry # (assigned by the NYS Department of State) [Redacted]

**Section III-C Fire Inspection by Another Individual**

School authorities must give reasonable notice of the date and time the annual fire inspection is to be made to the local fire official who has the regular duty of fighting fire in the building to be inspected. Such official, or any subordinate designated by him, may be present during the inspection and may also file a report of inspection.

The individual noted below inspected this building on \_\_\_\_\_ (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed.

Inspector's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Inspector's Organization: \_\_\_\_\_

Inspector's Telephone #: \_\_\_\_\_ Inspector's Email: \_\_\_\_\_

Inspector's Registry # (assigned by the NYS Department of State) \_\_\_\_\_

Name of Local Fire Authority: \_\_\_\_\_

Address of Local Fire Authority: \_\_\_\_\_

Notification Date: \_\_\_\_\_ Fire Authority Contact Name: \_\_\_\_\_

Was a Local Fire Official Representative present at inspection?

- Yes
- No

**Section III-D. School or Building Administrator, Director, or Headmaster**

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Trustees, has at the meeting held pursuant to Section 807-a of New York State Education Law, conferred with the fire chief concerning the alleged deficiencies appearing on the inspection report and the measures proposed to be taken to correct such deficiencies.

Name: Ryan Smith

Title: School Business Administrator

Signature: [Signature]

Telephone #: [Redacted]

Email: [Redacted]

S M T W T F S

S M T W T F S

S M T W T F S

July 2021						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

One Leader Changes Everything

2021		2022		Key
<b>August 30</b>	First Day of Class for 6 <sup>th</sup> and 9 <sup>th</sup> Grades	<b>January 3</b>	Professional Development	 Late Start (9:50 am) (Professional Development for staff)
<b>August 31</b>	First Day of Class for 10 <sup>th</sup> Grade	<b>January 17</b>	Martin Luther King Jr. Day	 School Closed
<b>September 1</b>	First Day of Class for 11 <sup>th</sup> and 12 <sup>th</sup> Grades	<b>January 25-28</b>	Regents Exams	 Staff Only Day (No Classes)
<b>October 8</b>	Early Release Drill	<b>February 2-3</b>	Parent/Teacher Conferences	 Parent/Teacher Conferences
<b>October 11</b>	Columbus Day	<b>February 21-25</b>	Winter Recess	 6 <sup>th</sup> Grade Testing
<b>October 13</b>	PSAT (Sophomores & Juniors)	<b>March 11</b>	Professional Development	 Regents Exams (No Classes)
<b>October 13-14</b>	Parent/Teacher Conferences	<b>March 29-31</b>	ELA 6 <sup>th</sup> Grade Administration	
<b>November 2</b>	Professional Development	<b>April 13-14</b>	Parent/Teacher Conferences	
<b>November 11</b>	Veterans Day	<b>April 15-22</b>	Spring Break	
<b>November 24-26</b>	Thanksgiving Break	<b>April 26-28</b>	Math 6 <sup>th</sup> Grade Administration	
<b>December 23-31</b>	Winter Recess	<b>May 11-12</b>	Mock Regents	
		<b>May 27-30</b>	Memorial Day	
		<b>June 6</b>	Science 6 <sup>th</sup> Grade Administration	
		<b>June 15-23</b>	Regents Exams	
		<b>June 24</b>	Graduation	

### 6<sup>th</sup> Grade Bell Schedule

Regular Day Bell Schedule		
Period	Start Time	End Time
ADV	7:50 AM	8:20 AM
1	8:23 AM	9:13 AM
2	9:13 AM	10:03 AM
3	10:03 AM	10:53 AM
4	10:53 AM	11:24 AM
5	11:27 AM	12:19 PM
6	12:22 PM	1:12 PM
7	1:12 PM	2:02 PM
8	2:02 PM	2:52 PM
ACE	2:55 PM	3:30 PM
Late Start Wednesday Bell Schedule		
Period	Start Time	End Time
ADV	9:50 AM	10:10 AM
1	10:13 AM	10:48 AM
2	10:48 AM	11:23 AM
3	11:23 AM	11:58 PM
4	11:58 AM	12:24 PM
5	12:27 PM	1:04 PM
6	1:07 PM	1:42 PM
7	1:42 PM	2:17 PM
8	2:17 PM	2:52 PM
ACE	2:55 PM	3:30 PM

### 9<sup>th</sup>-12<sup>th</sup> Grade Bell Schedule

Regular Day Bell Schedule		
Period	Start Time	End Time
1	7:50 AM	8:40 AM
2	8:43 AM	9:36 AM
3	9:39 AM	10:29 AM
4	10:32 AM	11:24 AM
5	11:27 AM	12:19 PM
6	12:22 PM	1:14 PM
7	1:17 PM	2:07 PM
8	2:10 PM	3:00 PM
Flex	3:00 PM	3:30 PM
Late Start Wednesday Bell Schedule		
Period	Start Time	End Time
1	9:50 AM	10:25 AM
2	10:28 AM	11:06 AM
3	11:09 AM	11:44 AM
4	11:47 AM	12:24 PM
5	12:27 PM	1:04 PM
6	1:07 PM	1:44 PM
7	1:47 PM	2:22 PM
8	2:25 PM	3:00 PM
Flex	3:00 PM	3:30 PM
C.L.E.A.R Day Bell Schedule		
Period	Start Time	End Time
Advisory	7:50 AM	8:47 AM
1	8:50 AM	9:32 AM
2	9:35 AM	10:21 AM
3	10:24 AM	11:06 AM
4	11:09 AM	11:54 AM
5	11:57 AM	12:42 PM
6	12:45 PM	1:30 PM
7	1:33 PM	2:15 PM
8	2:18 PM	3:00 PM
Flex	3:00 PM	3:30 PM

## C.L.E.A.R Values

#### College and Career Readiness

I will graduate from ALH equipped for my next endeavor.

#### Leadership

I will inspire others to make a difference.

#### Empowerment

I am capable and committed to excellence.

#### Accountability

I am responsible for my actions and their consequences.

#### Resolve and Resiliency

I will achieve all of my goals no matter what.

**One Leader Changes Everything**