

Application: Brooklyn Dreams Charter School

Jessie Montoya - jmontoya@nhaschools.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 27 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)

BROOKLYN DREAMS CHARTER SCHOOL 332200860978

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

CSD #22 - BROOKLYN

d. DATE OF INITIAL CHARTER

3/2010

e. DATE FIRST OPENED FOR INSTRUCTION

9/2010

h. SCHOOL WEB ADDRESS (URL)

<https://www.nhaschools.com/schools/Brooklyn-Dreams-Charter-School/en>

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

854

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

646

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	National Heritage Academies
PHYSICAL STREET ADDRESS	3850 Broadmoor Ave., Ste. 201
CITY	Grand Rapids
STATE	MI
ZIP CODE	49512
EMAIL ADDRESS	info@nhaschools.com
CONTACT PERSON NAME	Julie Stapleton

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	259 Parkville Ave., Brooklyn, NY 11230	718-859-8400	NYC CSD 22	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Omar Thomas			
Operational Leader	Nick Sheltroun			
Compliance Contact	Julie Meller			
Complaint Contact	Julie Meller			
DASA Coordinator	Omar Thomas			
Phone Contact for After Hours Emergencies	Omar Thomas			

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)

[2016-05-04 Brooklyn Dreams Final CO.pdf](#)

Filename: 2016-05-04 Brooklyn Dreams Final CO.pdf **Size:** 36.1 kB

Site 1 Fire Inspection Report

[Brooklyn Dreams Inspection.pdf](#)

Filename: Brooklyn Dreams Inspection.pdf **Size:** 670.0 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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).

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Julie Stapleton
Position	Board Relations Coordinator
Phone/Extension	616-929-1261
Email	lstapleton@nhaschools.com

p. Our signatures (Executive Director/School Leader/Head of School 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 School 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

Jul 31 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 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.

[Dreams 2020-21 APPR Final](#)

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

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.

Brooklyn Dream Charter School FS 6

Filename: Brooklyn Dream Charter School FS 6.30.21.pdf Size: 1.4 MB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

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.

BROOKLYN DREAMS CHARTER SCHOOL_EXTENSION_RFR - EXTENSION (E-FILE)_2020

Filename: BROOKLYN DREAMS CHARTER SCHOOL EXTE EHLKVjD.pdf Size: 88.8 kB

4a-2020-21-Audited-Financial-Statement-Brooklyn Dreams

Filename: 4a 2020 21 Audited Financial State O39dKDd.xlsx Size: 177.1 kB

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^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] 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

Incomplete 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

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 Jul 27 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.

[2021-22-Budget-and-Quarterly-Report-Template Dreams](#)

Filename: 2021 22 Budget and Quarterly Repor Pecr0Vg.xlsx **Size:** 537.6 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 27 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.

[Brooklyn Dreams Financial Disclosure Forms](#)

Filename: Brooklyn Dreams Financial Disclosure Forms.pdf **Size:** 7.5 MB

Entry 7 BOT Membership Table

Completed Jul 27 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	Michele Scotto		Chair	N/A	Yes	4	4/14/2021	6/30/2024	12
2	Joanne Oplustil		Trustee/Member	Audit/Compliance Committee	Yes	5	4/8/2020	6/30/2023	12
3	Michael Leit		Treasurer	Finance Committee	Yes	4	4/14/2021	6/30/2024	11
	Michele			Educational					

4	Morais-Weekes		Trustee/Member	on Committee	Yes	4	5/8/2019	6/30/2022	11
5	Katherine O'Neill		Secretary	Education Committee	Yes	4	4/8/2020	6/30/2023	12
6	Tamara Charles		Trustee/Member	Education Committee & Audit/Compliance Committee	Yes	4	4/14/2021	6/30/2024	8
7	Richard Conti		Vice Chair	Finance Committee	Yes	4	5/8/2019	6/30/2022	10
8	Orpheus Williams		Trustee/Member	Education Committee	Yes	2	4/14/2021	6/30/2024	11
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	8
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

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 Jul 29 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
	Brooklyn Dreams understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including students who are eligible to participate in the free or reduced-price lunch program (FRL). Currently, the school is meeting the enrollment targets	

for students who are eligible for FRL.

The school has taken significant steps to increase our enrollment and retention efforts for all students, and specifically for students who are eligible for the FRL program and students with disabilities. For the 2020-21 recruitment season, initial recruitment activities were guided by COVID-19 restrictions. Many of the school's normal activities and events were modified to provide information virtually or through the mail.

The school had a full time Admissions Representative who was tasked with building relationships with support organizations to gain familiarity with the services they provide. The school can also provide assistance with resources to reduce barriers for attendance (i.e., uniforms). The on-site admissions representative was directly responsible for overseeing and executing marketing and outreach efforts, and for keeping a log in NHA's CRM system of all activities with community groups seen as likely assets in this process. The Admissions Representative collaborated with, and received support from, a team of admissions and marketing professionals at NHA's Service Center. Together they provided a multi-departmental approach to recruitment and on-boarding new students that included traditional

Economically Disadvantaged

and digital advertising, social media, lead management, recruitment events, and comprehensive communications outreach to new families.

Digital marketing included Facebook, Great Schools, and Google AdWords. There was increased virtual outreach to parents with events such as Facebook Live presentations, virtual principal coffees, activities, and demonstrations shared with parents electronically. The school also provided regular opportunities for parents to meet with school leadership and teachers to see the school including open houses, tours, meetings, and activities. The school held regular open house days weekly to provide all interested families an opportunity to visit the school and learn of the programs available. These were promoted throughout the community and a link to schedule tours is posted on the school's website.

Additional Recruitment Efforts included:

- Direct mailings to promote openings in kindergarten to residents in neighborhoods surrounding the schools.
- Enlisting the help of current families to reach additional families by providing planning meetings, materials for distribution
- Regular communications with the school's leadership to share feedback from incoming parents

With COVID-19 restrictions eased, the school will be expanding its community outreach accordingly. However, online meetings that were implemented during the pandemic improved access to information for all families. Therefore, the school will continue to offer informational sessions online and grow our library of informational videos available on our YouTube channel.

The school will reach out to neighborhoods served by Dreams' DOE transportation to inform parents of available options.

The school also utilizes Schola to share information about the school. Schola promotes to largely underserved populations and advertises in Spanish also.

- Holding meetings and/or workshops specific to school programs and on parenting topics of interest to our families
 - Continuing to participate in a wide variety of community events
 - Providing assistance with resources such as uniforms to remove barriers to school attendance
 - Work with local and community leaders who are also working with families throughout the community
 - Continuing to research using internet, libraries, and community boards opportunities to reach a broader population
 - Providing an online tour scheduling program to provide greater convenience to visit the school
 - Grassroots activities reaching area businesses, daycares, UPK providers, faith-based organizations, and civic groups
- All special population students (FRL, EL, and SWD) were made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicated that the school offered a free and appropriate education (FAPE) to all students in the Least Restrictive Environment.

The school will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.

Brooklyn Dreams understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including English Language Learners (ELL). While progress has been made, we are not yet meeting our enrollment targets for ELL students. In addition to the general recruitment efforts, we have made efforts to specifically attract and recruit ELL students as outlined below. The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's ELL community.

Fliers were distributed in Chinese, English, Creole, Russian, Spanish, and Urdu to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend Enrollment Information Meetings. Multiple Enrollment Information Meetings were hosted for all parents interested in the school to provide information regarding the EL program and its ability to meet the needs of EL students. Student applications were also provided in several languages including Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu.

Advertisements and notifications

For the recruitment season, initial activities were guided by the school's ability to interact with parents due to COVID restrictions. Many in-person

English Language Learners

have been placed in La Voz Hispana, Haiti Observateur, Pakistan Post, World Journal, V Movo, Svete, and Weekly Bangalee. These advertisements specifically mentioned that the school provides services to students for whom English is their second language. Marketing materials that describe general school information and EL & Special Education programs were made available in English and Spanish, and other languages as requested. An online tour scheduling system was made available, and parents were able to request translation services.

In conjunction with the Brooklyn Dreams Board, NHA retained a community liaison to help establish relationships with community and civic leaders. This resulted in additional meetings with organizations who reached the ELL Community (COPO). The school also developed effective relationships with civic organizations, Head Starts, and CAOs to provide resources for the families it serves. The school has developed partnerships with various community organizations who often have a department that focuses on immigrant and refugee issues and services. During the pandemic, the school worked with community partners who serve ELL populations to support their changing outreach. The school also facilitated virtual conferences and meetings with staff and leadership.

activities were canceled or adjusted to be held virtually. With COVID-19 restrictions eased, the school will be expanding its community outreach accordingly. The school will continue building community outreach and resume our in-person activities.

However, online meetings that were implemented during the pandemic improved access to information for all families. Therefore, the school will continue to offer informational sessions online and grow our library of informational videos available on our YouTube channel.

The school will work with a third party to develop relationships with civic leaders.

The school will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.

Additional recruitment efforts included:

- o ELL Specific Meetings
- o Developing partnerships with organizations and faith-based groups that provide services to refugee groups
- o Providing school information materials in languages specific to the community (Urdo, Hatian-Creole, Spanish, and Pashto).
- o Facilitating virtual conferences and meetings with school's special ed staff and leadership.
- o Continuing to work with local leaders to provide information and accessibility to the school and staff.
- o The school utilizes Schola to share information about the school. Schola promotes to largely underserved populations and advertises in Spanish also.

Brooklyn Dreams understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including Students with Disabilities (SWD). While progress has been made, we are not yet meeting our enrollment targets for SWD students. We have made efforts to specifically attract and recruit SWD as outlined below. The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's SWD community.

Students with Disabilities

Brochures that describe our special education programming have been distributed throughout the community. We have targeted daycare centers, grocery stores, community centers, and churches to invite families to attend Enrollment Information Meetings. Enrollment applications were also distributed at local events. To reach the families of special needs students, we utilize many networks that already exist in the community.

Advertisements on Facebook informed people that the school offered services for special needs families. School enrollment information and admissions materials specific to Special Education programs were provided in various languages.

All special population students (FRL, ELL, and SWD) are made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicate that we offer a free and appropriate education (FAPE) to all our students in the least restrictive environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its purview and has made materials and applications to the school available for distribution to interested parents. We invite parents to meet with the school's special education team and the

The schools' admissions representative will continue to build relationships with support organizations to gain familiarity with the services they provide. This will help us recommend their support services to the families of accepted or interested students. It will also familiarize these organizations with our school and special education program so that they can recommend our school to the families they serve. We know that most families hear about our school by word-of-mouth, and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment

CSE to develop an individual education plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.

Additional recruitment efforts included:

- o Enlist the help of current families to reach additional families of students with disabilities by providing planning meetings, materials for distribution
- o Regular communications with school's special education staff to share feedback from incoming parents
- o Work with special ed team to hold meetings specific to school programs offered to SWD population.
- o Coordinate recruitment activities with other's that target special populations (ie, provide special education materials in various languages, provide translators at information meetings that discuss services and enrollment on-boarding)
- o Continue to participate in community events designed to reach special populations
- o Work with local leaders who are also working with organizations to serve special needs families
- o Continue to research using internet, libraries, and

procedures.

The school will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.

community boards opportunities to reach a broader population

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for special population students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many parent-involvement initiatives.</p> <ul style="list-style-type: none">• Culture and climate: We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.• Parent involvement: To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:<ul style="list-style-type: none">o Newsletters: We distribute	

Economically Disadvantaged

regular newsletters from the principal and teachers to parents. Newsletters include important information regarding school-wide performance, initiatives, and programs.

o Social media: We have an excellent website, which gives parents quick and easy access to general information on the school. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet access available at the school.

o Classroom communication: Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share information via daily take-home folders and provide regular progress reports by letter, online communication via the school's gradebook system, phone calls, texts, and/or in-person meetings. These communications focus on each student's academic progress and performance.

o Conferences: Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we

The school is currently meeting its FRL Retention Target. The school will continue to utilize the aforementioned retention efforts in the upcoming school year.

	<p>conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.</p> <p>o The principal conducted weekly virtual meetings for the parents from March 2020 through June of 2021.</p>	
		<p>We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.</p> <p>To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:</p> <p>o Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs is included in the newsletter.</p>

English Language Learners

To help retain accepted students, and to comply with federal requirements to identify potential ELL students, the school has asked families of ELL students to complete a home language questionnaire. Information from this questionnaire ensures that each child for whom English is a second language is provided the services he or she needs to succeed in school.

School staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English learners. Staff is also participating in ongoing coaching provided by an EL Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to English Learners. Each EL family had one staff member who checked on them weekly throughout the pandemic to ensure they had what they needed.

o Social media: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.

o Classroom Communication: Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school’s AtSchool gradebook system, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.

o Conferences: Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early

contacts help establish and sustain a healthy rapport with parents.

o Parent Room: In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.

The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. In addition, the school will begin utilizing a language line to better facilitate communication with our EL families. This language line allows us to access an interpreter for any meeting or phone call with no prior notice. If a parent calls with a question, we can call the language line to have a clear and better conversation. We are working with our current families to help better understand what they need and how we can better support them.

A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that Brooklyn Dreams keeps families informed and solicits feedback in order to improve. The dean of special education schedules

Students with Disabilities

individual transfer review meetings to take place within 72 hours of enrollment with the parents of every student that enters the school with an IEP. In this meeting, the dean reviews the program mandates, needs, and implementation plan for services. Parents are encouraged to bring input (questions, concerns, etc.) to this meeting to ensure a strong initial connection is made with these families and that their needs are immediately addressed. This connection continues to be built up throughout the year through additional communication measures such as quarterly IEP progress reports. In addition, parents are also invited at least once a year for an IEP review with the full IEP team. They are invited initially with a letter about a month before the meeting and then again are called by the special education teacher between a week and a day before as a reminder. Along with the invitation letter, the special education dean also sends a parent input form to help parents prepare for the review meeting and gather information from home. Following the meetings, parents are provided a post-IEP survey so that the deans can gather data to reflect and make improvements utilizing this feedback.

The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. We are working with our current families to help better understand their needs and how we can better support them.

We will continue the aforementioned efforts and also implement the following:

- Parent Input Forms in digital formats so that parents can share their thoughts, celebrations, and concerns with the school prior to IEP meetings
- Parent Post-IEP Survey Forms in digital format so that parents can provide feedback on special education processes and supports so that we are able to utilize that information to improve practices.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 27 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^[1] 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.

^[1] 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.

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>.

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 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)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

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)	
iv. 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 Jul 27 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 2nd 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.

[Brooklyn Dreams 2021-22 FINAL Calendar](#)

Filename: Brooklyn Dreams 2021 22 FINAL Calendar.pdf **Size:** 241.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 27 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: **Brooklyn Dreams Charter School**

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)	https://app.sharebase.com/#/folder/905/share/239-G-tPI8AX65PW0yOB1cGwptw--XDk
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/board-documents
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/board-documents
3. Link to NYS School Report Card	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/School-Operations
4. Lottery Notice announcing date of lottery	https://www.nhaschools.com/getattachment/ad0f8134-44b8-4c9d-9973-9d1060f05b33/brooklyn-dreams-charter-school.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/School-Operations
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/getmedia/78e0da31-1bc6-4912-9e16-ce3b36672dcc/Brooklyn-Dreams-(NY)-Final-2020-21.pdf
7. Authorizer-Approved FOIL Policy	https://app.sharebase.com/#/folder/898/share/239-ItNu2DDK46tQ5uJI0gg0LJa7hJg
8. Subject matter list of FOIL records	https://app.sharebase.com/#/folder/898/share/239-ItNu2DDK46tQ5uJI0gg0LJa7hJg

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.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Brooklyn Dreams Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[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	A management letter was not issued
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Form 8868 was filed.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit.
8) Corrective Action Plan	No corrective action plan needed.

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 126,506	\$ 99,734
Grants and contracts receivable	641,508	388,145
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	768,014	487,879
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	676	3,580
<u>OTHER ASSETS</u>	76,946	76,926
TOTAL ASSETS	845,636	568,385
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	34,026	4,108
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	685,364	460,961
TOTAL CURRENT LIABILITIES	719,390	465,069
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	719,390	465,069
<u>NET ASSETS</u>		
Without Donor Restrictions	126,246	103,316
With Donor Ristrictions	-	-
TOTAL NET ASSETS	126,246	103,316
TOTAL LIABILITIES AND NET ASSETS	845,636	568,385

CK - Should be zero - -

BROOKLYN DREAMS CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 10,395,966	\$ -	\$ 10,395,966	\$ 9,956,851
Students with disabilities	1,426,634	-	1,426,634	1,211,171
Grants and Contracts				
State and local	-	-	-	120,781
Federal - Title and IDEA	865,753	-	865,753	392,801
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	178,740
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,688,353	-	12,688,353	11,860,344
EXPENSES				
Program Services				
Regular Education	\$ 8,334,341	\$ -	\$ 8,334,341	\$ 9,044,722
Special Education	2,235,846	-	2,235,846	1,401,219
Other Programs	-	-	-	-
Total Program Services	10,570,187	-	10,570,187	10,445,941
Management and general	2,141,516	-	2,141,516	1,418,601
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	12,711,703	-	12,711,703	11,864,542
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(23,350)	-	(23,350)	(4,198)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	46,280	-	46,280	50,293
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	46,280	-	46,280	50,293
CHANGE IN NET ASSETS	22,930	-	22,930	46,095
NET ASSETS BEGINNING OF YEAR	103,316	-	103,316	57,221
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 126,246	\$ -	\$ 126,246	\$ 103,316

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 22,930	\$ 46,095
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	2,904	2,904
Grants Receivable	(253,363)	(224,370)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	29,918	(19,614)
Interest payments	-	-
Change in contracted service fee payable	224,383	244,636
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 26,772	\$ 49,651
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 26,772	\$ 49,651
Cash at beginning of year	176,680	127,009
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 203,452	\$ 176,660

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	7.00	678,298	-	-	678,298	-	-	-	678,298	619,029
Instructional Personnel	56.00	3,114,964	927,457	-	4,042,421	-	-	-	4,042,421	3,835,784
Non-Instructional Personnel	2.00	42,857	-	-	42,857	-	-	-	42,857	57,507
Total Salaries and Staff	65.00	3,836,119	927,457	-	4,763,576	-	-	-	4,763,576	4,512,320
Fringe Benefits & Payroll Taxes		735,455	173,816	-	909,271	-	-	-	909,271	990,833
Retirement		65,036	20,920	-	85,956	-	-	-	85,956	78,312
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		49,750	-	-	49,750	-	-	-	49,750	31,908
Accounting / Audit Services		35,004	-	-	35,004	-	205,417	205,417	240,421	186,766
Other Purchased / Professional / Consulting Services		76,361	360,079	-	436,440	-	480,103	480,103	916,543	927,227
Building and Land Rent / Lease / Facility Finance Interest		2,075,806	543,508	-	2,619,314	-	-	-	2,619,314	2,701,312
Repairs & Maintenance		355,831	93,167	-	448,998	-	41,433	41,433	490,431	451,465
Insurance		36,789	9,632	-	46,421	-	-	-	46,421	45,654
Utilities		104,119	27,262	-	131,381	-	-	-	131,381	163,406
Supplies / Materials		332,350	11	-	332,361	-	-	-	332,361	200,298
Equipment / Furnishings		219,347	57,431	-	276,778	-	-	-	276,778	142,125
Staff Development		19,763	900	-	20,663	-	63,655	63,655	84,318	104,591
Marketing / Recruitment		113,591	-	-	113,591	-	332,706	332,706	446,297	339,785
Technology		82,736	21,663	-	104,399	-	401,827	401,827	506,226	274,625
Food Service		97,506	-	-	97,506	-	-	-	97,506	240,665
Student Services		9,784	-	-	9,784	-	84,117	84,117	93,901	78,402
Office Expense		36,090	-	-	36,090	-	7,814	7,814	43,904	37,160
Depreciation		2,904	-	-	2,904	-	-	-	2,904	2,904
OTHER		50,000	-	-	50,000	-	524,444	524,444	574,444	354,784
Total Expenses		\$ 8,334,341	\$ 2,235,846	\$ -	\$ 10,570,187	\$ -	\$ 2,141,516	\$ 2,141,516	\$ 12,711,703	\$ 11,864,542

	Select from drop-down list →
Date Submitted	April 20, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

Updated List for 2020-21	
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School
154	Explore Empower Charter School
94	Explore Exceed Charter School

79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I
101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School

156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School
215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School

	211	Wildflower New York Charter school
	155	Williamsburg Collegiate Charter School
	195	Zeta Charter School - Bronx 1
	194	Zeta Charter School - Inwood 1
	221	Zeta Charter School - Mount Eden
	222	Zeta Charter School - Tremont Park
MergelD		EdCorp SurvivingSchool
	500	Success Academy Charter Schools - NYC (Combined)
	501	Citizens of the World Charter School New York 1 (Combined)
	502	True North Rochester Preparatory Charter School (Combined)
	503	Family Life Academy Charter Schools (Combined)
	504	Community Partnership Charter School Education Corporation (Comb
	505	Excellence Charter Schools (Combined)
	506	Public Prep Charter School Academies (Combined)
	507	Explore Charter Schools of Brooklyn (Combined)
	508	East Harlem Scholars Academy Charter School (Combined)
	509	Uncommon New York City Charter Schools (Combined)
	510	Bronx Charter School for Excellence (Combined)
	511	Achievement First Brooklyn Charter Schools (Combined)
	512	Ascend Charter Schools (Combined)
	513	Manhattan Charter Schools (Combined)
	514	Brilla College Preparatory Charter Schools (Combined)
	515	Elmwood Village Charter Schools (Combined)
	516	NYC Autism Charter Schools (Combined)
	517	Bronx Charter School for Better Learning (Combined)
	518	Achievement First Brownsville Charter School (Combined)
	519	Achievement First Bushwick Charter School (Combined)
	520	Democracy Prep New York Charter Schools (Combined)
	521	Academy Charter School, The (Combined)
	522	Amber Charter School (Combined)
	523	Brooklyn Prospect Charter School (Combined)
	524	Our World Neighborhood Charter School (Combined)
	525	Zeta Charter Schools - New York City (Combined)
	526	KIPP NYC Public Charter Schools (Combined)
	527	DREAM Charter School (Combined)
	528	University Prep Public Charter Schools (Combined)
	529	Storefont Academy Charter School (Combined)
	530	Harlem Village Academy Charter School (Combined)
	531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

School Name Selected	
17	Brooklyn Dreams Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

SurvivingSchoolName	
EdCorp	#N/A
Survivor	#N/A

Input Messages (Balance Sheet and Cash Flow)	
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

BS & CF INPUT NOTES	
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	
No	507	
No	507	

Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		
Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		

Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF
Yes



Brooklyn Dreams Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies 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)
Michele Scotto	President	N/A
Katherine O'Neill	Vice President	Education
Michael Leit	Treasurer	Finance
Tamara Charles	Secretary	Education Audit/Compliance
Joanne Oplustil	Trustee	Audit/Compliance
Michele Morais-Weekes	Trustee	Education
Orpheus Williams	Trustee	Education
Richard Conti	Trustee	Finance

Omar Thomas has served as the principal since May 2016.

SCHOOL OVERVIEW

Since Brooklyn Dreams Charter School (Brooklyn Dreams) opened in fall 2010, we have not wavered from our original mission:

“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2020-21 school year, we served 649 students in grades K-8, of whom 88 percent qualified for free or reduced-price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect. A different virtue is featured each month of the school year and is supported by the classroom curriculum. Daily assemblies are held to discuss the virtues and recognize students and staff who demonstrate these qualities in the school. Additionally, teachers model behavior that exemplifies each virtue and recognize and praise students when they do the same. The ultimate goal of focusing on character is to create a school environment that is both physically and emotionally safe. We know that if students are comfortable in their school, the potential for learning is far greater.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong, balanced curriculum aligned with New York State’s learning standards. It continues to be our desire to create a school where each student is challenged to achieve—regardless of the student’s skill level. By providing an academically rigorous program, including a robust summer learning program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
 - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
 - *Students* – We encourage our students to take an active role in their education and hold themselves to a higher standard. Students are taught to act responsibly and take accountability for both their positive and negative actions. Importantly, students know and understand their learning goals and are invested in the learning process.
 - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

purposely to involve parents in the school and in their child's education because it is crucial to maintaining the school culture we desire.

- **Staff responsibility: Systems for monitoring instruction.** Our school uses a school-wide and classroom framework to monitor instruction, create teachers' individual growth plans, and provide focus for the weekly observation and feedback meetings.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. We began the 2020-21 school year with in-person learning and transitioned to virtual learning in October 2020. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots."
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. Brooklyn Dreams already used Google Classroom prior to the pandemic. The use of Google Classroom was amplified as we integrated it into our virtual learning.
- We monitored and checked for growth for all students using i-Ready & IXL assessments.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- Teachers contacted Scholars two times per day to check-in and ensure work was turned in on a weekly basis. Google Classroom login and participation data also helped track engagement. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional at-a-glance plans with families. Communications with families were intensified and streamlined.
- Food service continued providing food to families that need it.

To sustain students' and families' social, mental, and emotional health, teachers would keep a pulse on their students and families. If there was a need for further assistance, the guidance counselor, social worker, or achievement behavior support specialist would reach out and provide additional support. In addition, we began doing weekly google meets where staff and students could interact with their peers as they would during a typical school day.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	65	68	74	73	74	74	69	78	47	-	-	-	-	622
2017-18	78	65	72	76	80	77	74	63	70	-	-	-	-	655
2018-19	47	73	77	80	75	69	68	68	64	-	-	-	-	621
2019-20	57	57	70	80	77	82	81	62	62	-	-	-	-	628
2020-21	60	59	64	72	80	85	92	71	66	-	-	-	-	649

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

RESULTS AND EVALUATION

Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 20 in math. A level increase of 100 is equivalent to one grade level. Therefore, this goal was not met. Students in third, fourth, and fifth grade showed the most progress towards meeting the goal.

End of Year Growth on 2020-21 IXL ELA Assessment
By All Students

Grade s	Median Level Change	Number Tested
3	60	47
4	30	45
5	40	62
6	10	73
7	0	39
8	0	38
All	20	304

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 30 in Language Arts. This is far below the target of 100, and therefore the **goal was not met**. At the grade level, this goal was met in third grade.

Note: A student ‘Two or More Grade Levels Below’ was defined as a student scoring two levels below their enrolled grade level on IXL in the fall.

End of Year Growth on 2020-21 IXL ELA Assessment
By Students who were Two or More Grade Levels below in the Fall

Grade s	Median Level Change	Number Tested
3	100	13
4	40	30
5	50	39
6	40	47
7	0	26
8	0	19
All	30	174

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school’s general education students.

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 15 in Language Arts. Therefore, **this goal was not met**.

End of Year Growth on 2020-21 IXL ELA Assessment
By Students with Disabilities

Grade s	Median Level Change	Number Tested
3	*	*
4	10	12
5	25	10
6	40	17
7	0	11
8	*	*
All	15	66

Note: A “*” indicates that data was not reported for grades with fewer than 10 students tested.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4 (Absolute measure): Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 40% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met**. Students in third grade showed the most positive results.

End of Year Performance on 2020-21 IXL ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent On or Above Grade Level	Number Tested	Percent On or Above Grade Level	Number Tested
3	65%	48	62%	39
4	33%	45	35%	37
5	40%	62	38%	50
6	33%	73	37%	53
7	28%	39	26%	34
8	39%	38	38%	34
All	40%	305	40%	247

ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Brooklyn Dreams did not meet the four measures of the ELA goal.

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, students grow at the normed rate according to the beginning of year baseline score.	All students	100	304	20	No
Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target.	Low initial achievers	100	174	30	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school’s general education students.	Students with disabilities ¹	20	66	15	No
Measure 4: Each year, 75 percent of 3 rd through 8 th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.	2+ students	75%	247	40%	No

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswebPlus* to monitor students’ progress. Reports from *aimswebPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- In 2021-22, Lexia Core5 and Powerup will be utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia’s approach to learning adapts to students’ needs in real time, providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn in Core5 and help students progress on the college- and career-ready path in PowerUp.
- We plan to implement an eighth grade ELA Regents class.

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

RESULTS AND EVALUATION

Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 120 in math. A level increase of 100 is equivalent to one grade level. Therefore, **this goal was met**, exceeding the target by 20 level points. At the grade level, this goal was met in third through fifth grade.

End of Year Growth on 2020-21 IXL Math Assessment
By All Students

Grade s	Median Level Increase	Number Tested
3	165	52
4	130	54
5	155	72
6	30	70
7	35	40
8	30	38
All	120	326

Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 130 in math. Therefore, **this goal was met**, exceeding the target by 30 level points. At the grade level, this goal was met in third through fifth grade.

Note: A student 'Two or More Grade Levels Below' was defined as a student scoring two levels below their enrolled grade level on IXL.

End of Year Growth on 2020-21 IXL Math Assessment
By Students who were Two or More Grade Levels below in the Fall

Grade s	Median Level Change	Number Tested
3	200	29

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

4	150	46
5	160	63
6	35	56
7	30	33
8	45	34
All	130	261

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school’s general education students.

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 70 in Language Arts. Therefore, **this goal was met.**

End of Year Growth on 2020-21 IXL Math Assessment By Students with Disabilities

Grade s	Median Level Change	Number Tested
3	*	*
4	50	13
5	120	13
6	*	*
7	30	11
8	*	*
All	70	69

Note: Data not reported for grades with fewer than 10 students tested is indicated with “*”.

Measure 4 (Absolute measure): Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 31% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met.** Students in third grade showed the most positive results.

End of Year Performance on 2020-21 IXL Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent On or Above Grade Level	Number Tested	Percent On or Above Grade Level	Number Tested
3	73%	52	74%	43
4	26%	54	20%	44
5	35%	72	34%	58

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	19%	70	22%	50
7	20%	40	19%	36
8	16%	38	12%	33
All	32%	326	31%	264

ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Brooklyn Dreams met three of the four measures of the math goal.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.	All students	100	326	120	Yes
Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target.	Low initial achievers	100	261	130	Yes
(Gap Closing measure 2): Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school's general education students.	Students with disabilities ²	120	35	70	Yes
Measure 4: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.	2+ students	75%	264	31%	No

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswebPlus* to monitor students' progress. Reports from *aimswebPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- We will continue providing Math Lab for students in grades 3-8. This is supplemental time where students can practice skills in groups of four or less. We plan to extend this practice to grades K-2 in the 2021-22 school year.
- In 2021-22, DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- We plan to implement an eighth grade Math Regents class.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Dreams. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring.

Grades	Percent at or Above 3.0	Number Tested
4	4%	50
8	0%	31
All	9%	81

ADDITIONAL CONTEXT AND EVIDENCE

The percent of students enrolled in at least their second year achieving proficiency in science has increased from 2017-18 to 2018-19 by four percentage points.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	84.6%	52	72%	57	82%	68
8	50.0%	42	33%	54	3%	26
All	69.1%	94	53%	111	57%	84

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal.

ACTION PLAN

- We are working to develop and stabilize our science teachers building wide. Had a science teacher captain the developing science department.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8. Will extend this to grade 4 this year too.
- We will implement Picture-Perfect Science in second grade.
- We are providing additional opportunities for students such as a STEM fair and a recycling program. In addition, we are currently planning to provide a more hands-on learning environment for students by collaborating with Newkirk Community Garden.
- An eighth grade Science Regents class has been created.
- We plan to reestablish our partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

GOAL 4: 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

In 2020-21, Brooklyn Dreams was in Good Standing and therefore met their ESSA goal.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Brooklyn Dreams has been in Good Standing since 2018-19.

Accountability Status by Year

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



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

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	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.
4.) Yearly Budget	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.
5.) Balance Sheet	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.
6.) Quarterly Report	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
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain 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

Brooklyn Dreams Charter School

SCHOOL

Name:	Brooklyn Dreams Charter School
--------------	--------------------------------

CONTACT INFORMATION

Contact Name:	Jacqueline Holder
Contact Title:	Business Analyst Manager
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**BROOKLYN DREAMS CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	66	80	72	70	70	75	82	80	65				
TOTAL ENROLLMENT = 660													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	638.7879215	0	638.7879215	0	638.7879215	0	638.7879215	0	0	0	0	0
*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.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District		638.7879215		638.7879215		638.7879215		638.7879215					
2	SECONDARY District													

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

**BROOKLYN DREAMS CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***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.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management															
Instructional Management			1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators			4.0		4.0		4.0		4.0						
CFO / Director of Finance															
Operation / Business Manager															
Administrative Staff			2.8		2.8		2.8		2.8						
TOTAL ADMINISTRATIVE STAFF		0.0	7.8	0.0	7.8	0.0	7.8	0.0	7.8	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular			28.0		28.0		28.0		28.0						
Teachers - SPED			11.0		11.0		11.0		11.0						
Substitute Teachers															
Teaching Assistants															
Specialty Teachers			10.0		10.0		10.0		10.0						
Aides			4.8		4.8		4.8		4.8						
Therapists & Counselors			2.0		2.0		2.0		2.0						
Other															
TOTAL INSTRUCTIONAL		0.0	55.8	0.0	55.8	0.0	55.8	0.0	55.8	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse															
Librarian															
Custodian															
Security															
Other			1.1		1.1		1.1		1.1						
TOTAL NON-INSTRUCTIONAL		0.0	1.1	0.0	1.1	0.0	1.1	0.0	1.1	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE		0.0	64.6	0.0	64.6	0.0	64.6	0.0	64.6	0.0	0.0	0.0	0.0	0.0	

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Table with columns for Total Revenue, Total Expenses, Net Income, Actual Student Enrollment, and quarterly budget details (Original Budget, Revised Budget, Variance) for 2021-22. Includes sub-sections for REVENUE FROM STATE SOURCES, FEDERAL FUNDING, and LOCAL and OTHER REVENUE.

BROOKLYN DREAMS CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
Total Revenue		-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	-
Total Expenses		-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-	-
Net Income		-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	-
Actual Student Enrollment		-	639	-	-	639	-	-	639	-	-	639	-	-
		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
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions												
Executive Management	-				-									
Instructional Management	1.00		43,641		-	43,639		-	42,550		-	43,097		-
Deans, Directors & Coordinators	4.00		103,118		-	97,191		-	93,251		-	97,740		-
CFO / Director of Finance	-				-			-			-			-
Operation / Business Manager	-				-			-			-			-
Administrative Staff	2.75		29,196		-	34,392		-	28,308		-	28,750		-
TOTAL ADMINISTRATIVE STAFF	7.75		175,955		-	175,222		-	164,109		-	169,587		-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	28.00		213,342		-	653,634		-	639,450		-	615,488		-
Teachers - SPED	11.00		99,127		-	303,989		-	297,381		-	284,168		-
Substitute Teachers	-		8,620		-	44,665		-	49,590		-	31,285		-
Teaching Assistants	-				-			-			-			-
Specialty Teachers	10.00		82,207		-	231,172		-	228,764		-	217,699		-
Aides	4.75		11,013		-	36,924		-	40,808		-	34,977		-
Therapists & Counselors	2.00		13,051		-	40,023		-	39,153		-	37,409		-
Other	-				-			-			-			-
TOTAL INSTRUCTIONAL	55.75		427,360		-	1,310,407		-	1,295,146		-	1,221,026		-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-				-			-			-			-
Librarian	-				-			-			-			-
Custodian	-				-			-			-			-
Security	-				-			-			-			-
Other	1.13		2,648		-	8,879		-	9,815		-	8,412		-
TOTAL NON-INSTRUCTIONAL	1.13		2,648		-	8,879		-	9,815		-	8,412		-
SUBTOTAL PERSONNEL SERVICE COSTS			605,963		-	1,494,508		-	1,469,070		-	1,399,025		-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			47,671		-	114,449		-	128,710		-	107,200		-
Fringe / Employee Benefits			110,986		-	184,496		-	206,688		-	163,002		-
Retirement / Pension			24,479		-	21,144		-	24,540		-	21,118		-
TOTAL PAYROLL TAXES AND BENEFITS			183,136		-	320,089		-	359,938		-	291,320		-
TOTAL PERSONNEL SERVICE COSTS		64.63	789,099		-	1,814,597		-	1,829,008		-	1,690,345		-
CONTRACTED SERVICES														
Accounting / Audit			25,375		-	77,926		-	91,488		-	50,962		-
Legal			3,564		-	3,564		-	3,564		-	3,558		-
Management Company Fee					-			-			-			-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services					-			-			-			-
Special Ed Services			31,303		-	79,116		-	76,586		-	64,494		-
Titlement Services (i.e. Title I)			5,284		-	21,868		-	28,333		-	12,498		-
Other Purchased / Professional / Consulting			47,249		-	173,162		-	219,068		-	100,255		-
TOTAL CONTRACTED SERVICES			112,775		-	355,636		-	419,039		-	231,767		-

BROOKLYN DREAMS CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	-
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-	-
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	-
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-	-
	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
SCHOOL OPERATIONS													
Board Expenses		12,501		-	12,501		-	12,501		-	12,497		-
Classroom / Teaching Supplies & Materials		70,480		-	252,450		-	116,010		-	110,423		-
Special Ed Supplies & Materials		548		-	790		-	854		-	608		-
Textbooks / Workbooks		13,261		-	12,639		-	10,097		-	10,212		-
Supplies & Materials other		1,701		-	1,701		-	1,701		-	1,697		-
Equipment / Furniture		6,819		-	6,819		-	6,819		-	6,814		-
Telephone		678		-	678		-	678		-	681		-
Technology		37,969		-	141,952		-	173,787		-	67,621		-
Student Testing & Assessment		15,966		-	28,738		-	38,397		-	17,748		-
Field Trips		2,641		-	5,280		-	5,280		-	4,399		-
Transportation (student)		-		-	-		-	-		-	-		-
Student Services - other		27		-	54		-	54		-	45		-
Office Expense		8,075		-	15,463		-	16,254		-	11,767		-
Staff Development		37,698		-	54,840		-	52,050		-	36,120		-
Staff Recruitment		9,509		-	35,425		-	44,306		-	21,959		-
Student Recruitment / Marketing		209,252		-	94,921		-	127,075		-	75,794		-
School Meals / Lunch		43,544		-	110,296		-	119,490		-	87,574		-
Travel (Staff)		1,694		-	1,902		-	1,902		-	1,823		-
Fundraising				-			-			-			-
Other		37,881		-	152,583		-	195,145		-	87,005		-
TOTAL SCHOOL OPERATIONS	-	510,244	-	-	929,032	-	-	922,400	-	-	554,787	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,856		-	11,856		-	11,856		-	11,852		-
Janitorial		51,249		-	51,249		-	51,249		-	51,253		-
Building and Land Rent / Lease / Facility Finance Interest		631,830.00		-	631,830		-	631,830		-	631,826		-
Repairs & Maintenance		81,484		-	74,435		-	85,929		-	70,128		-
Equipment / Furniture		8,035		-	74,092		-	30,770		-	31,116		-
Security		775		-	1,208		-	1,122		-	1,177		-
Utilities		40,580		-	39,395		-	43,093		-	37,932		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	825,809	-	-	884,065	-	-	855,849	-	-	835,284	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-	-
NET INCOME	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	-

BROOKLYN DREAMS CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	
Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-	
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-	
	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
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	639	-	-	639	-	-	639	-	-	639	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	639	-	-	639	-	-	639	-	-	639	-	-
REVENUE PER PUPIL	-	5,171	-	-	5,273	-	-	5,492	-	-	5,292	-	-
EXPENSES PER PUPIL	-	3,503	-	-	6,236	-	-	6,303	-	-	5,185	-	-

		BROOKLYN DREAMS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		13,559,735	13,559,735	-	13,559,735	13,559,735	
Total Expenses		13,559,735	13,559,735	-	(13,559,735)	(13,559,735)	
Net Income		(0)	(0)	-	(0)	(0)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	172,927	172,927	-	(172,927)	(172,927)	
Deans, Directors & Coordinators	4.00	391,300	391,300	-	(391,300)	(391,300)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.75	120,646	120,646	-	(120,646)	(120,646)	
TOTAL ADMINISTRATIVE STAFF	7.75	684,873	684,873	-	(684,873)	(684,873)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00	2,121,914	2,121,914	-	(2,121,914)	(2,121,914)	
Teachers - SPED	11.00	984,665	984,665	-	(984,665)	(984,665)	
Substitute Teachers	-	134,160	134,160	-	(134,160)	(134,160)	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	10.00	759,842	759,842	-	(759,842)	(759,842)	
Aides	4.75	123,722	123,722	-	(123,722)	(123,722)	
Therapists & Counselors	2.00	129,636	129,636	-	(129,636)	(129,636)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	55.75	4,253,939	4,253,939	-	(4,253,939)	(4,253,939)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.13	29,754	29,754	-	(29,754)	(29,754)	
TOTAL NON-INSTRUCTIONAL	1.13	29,754	29,754	-	(29,754)	(29,754)	
SUBTOTAL PERSONNEL SERVICE COSTS	64.63	4,968,566	4,968,566	-	(4,968,566)	(4,968,566)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		398,030	398,030	-	(398,030)	(398,030)	
Fringe / Employee Benefits		665,172	665,172	-	(665,172)	(665,172)	
Retirement / Pension		91,281	91,281	-	(91,281)	(91,281)	
TOTAL PAYROLL TAXES AND BENEFITS		1,154,483	1,154,483	-	(1,154,483)	(1,154,483)	
TOTAL PERSONNEL SERVICE COSTS	64.63	6,123,049	6,123,049	-	(6,123,049)	(6,123,049)	
CONTRACTED SERVICES							
Accounting / Audit		245,751	245,751	-	(245,751)	(245,751)	
Legal		14,250	14,250	-	(14,250)	(14,250)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		251,499	251,499	-	(251,499)	(251,499)	
Titlement Services (i.e. Title I)		67,983	67,983	-	(67,983)	(67,983)	
Other Purchased / Professional / Consulting		539,734	539,734	-	(539,734)	(539,734)	
TOTAL CONTRACTED SERVICES		1,119,217	1,119,217	-	(1,119,217)	(1,119,217)	

BROOKLYN DREAMS CHARTER SCHOOL					
Budget / Operating Plan					
2021-22					
	13,559,735	13,559,735	-	13,559,735	13,559,735
Total Revenue					
Total Expenses	13,559,735	13,559,735	-	(13,559,735)	(13,559,735)
Net Income	(0)	(0)	-	(0)	(0)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	50,000	50,000	-	(50,000)	(50,000)
Classroom / Teaching Supplies & Materials	549,363	549,363	-	(549,363)	(549,363)
Special Ed Supplies & Materials	2,800	2,800	-	(2,800)	(2,800)
Textbooks / Workbooks	46,209	46,209	-	(46,209)	(46,209)
Supplies & Materials other	6,800	6,800	-	(6,800)	(6,800)
Equipment / Furniture	27,271	27,271	-	(27,271)	(27,271)
Telephone	2,715	2,715	-	(2,715)	(2,715)
Technology	421,329	421,329	-	(421,329)	(421,329)
Student Testing & Assessment	100,849	100,849	-	(100,849)	(100,849)
Field Trips	17,600	17,600	-	(17,600)	(17,600)
Transportation (student)	-	-	-	-	-
Student Services - other	180	180	-	(180)	(180)
Office Expense	51,559	51,559	-	(51,559)	(51,559)
Staff Development	180,708	180,708	-	(180,708)	(180,708)
Staff Recruitment	111,199	111,199	-	(111,199)	(111,199)
Student Recruitment / Marketing	507,042	507,042	-	(507,042)	(507,042)
School Meals / Lunch	360,904	360,904	-	(360,904)	(360,904)
Travel (Staff)	7,321	7,321	-	(7,321)	(7,321)
Fundraising	-	-	-	-	-
Other	472,614	472,614	-	(472,614)	(472,614)
TOTAL SCHOOL OPERATIONS	2,916,463	2,916,463	-	(2,916,463)	(2,916,463)
FACILITY OPERATION & MAINTENANCE					
Insurance	47,420	47,420	-	(47,420)	(47,420)
Janitorial	205,000	205,000	-	(205,000)	(205,000)
Building and Land Rent / Lease / Facility Finance Interest	2,527,316	2,527,316	-	(2,527,316)	(2,527,316)
Repairs & Maintenance	311,976	311,976	-	(311,976)	(311,976)
Equipment / Furniture	144,013	144,013	-	(144,013)	(144,013)
Security	4,282	4,282	-	(4,282)	(4,282)
Utilities	161,000	161,000	-	(161,000)	(161,000)
TOTAL FACILITY OPERATION & MAINTENANCE	3,401,007	3,401,007	-	(3,401,007)	(3,401,007)
DEPRECIATION & AMORTIZATION	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	13,559,735	13,559,735	-	(13,559,735)	(13,559,735)
NET INCOME	(0)	(0)	-	(0)	(0)

DESCRIPTION OF ASSUMPTIONS

BROOKLYN DREAMS CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	-	13,559,735
Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-	-	13,559,735
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-	-	13,559,735
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	-	(0)
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-	-	-
	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
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS														
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-	-	(0)
Beginning Cash Balance	-	-	-	-	1,065,149	-	-	450,229	-	-	(68,043)	-	-	-
ENDING CASH BALANCE	-	1,065,149	-	-	450,229	-	-	(68,043)	-	-	(0)	-	-	(0)

		BROOKLYN DREAMS CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		13,559,735	-	13,559,735	13,559,735	
Total Expenses		13,559,735	-	(13,559,735)	(13,559,735)	
Net Income		(0)	-	(0)	(0)	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
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		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		(0)	-	(0)	(0)	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		(0)	-	(0)	(0)	

**BROOKLYN DREAMS CHARTER SCHOOL
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
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-

*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

REVENUE		2021-22											
REVENUES FROM STATE SOURCES		Per Pupil Rate											
Per Pupil Revenue		Per Pupil Rate											
NYC CHANCELLOR'S OFFICE	16,844		2,689,936	-		2,689,936	-		2,689,936	-		2,689,936	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-				

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-

*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		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	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
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	43,641	-	43,639	-	42,550	-	43,097	-	-	-	-	-
Deans, Directors & Coordinators	-	103,118	-	97,191	-	93,251	-	97,740	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	29,196	-	34,392	-	28,308	-	28,750	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	175,955	-	175,222	-	164,109	-	169,587	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	213,342	-	653,634	-	639,450	-	615,488	-	-	-	-	-
Teachers - SPED	-	99,127	-	303,989	-	297,381	-	284,168	-	-	-	-	-
Substitute Teachers	-	8,620	-	44,665	-	49,590	-	31,285	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	82,207	-	231,172	-	228,764	-	217,699	-	-	-	-	-
Aides	-	11,013	-	36,924	-	40,808	-	34,977	-	-	-	-	-
Therapists & Counselors	-	13,051	-	40,023	-	39,153	-	37,409	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	427,360	-	1,310,407	-	1,295,146	-	1,221,026	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	2,648	-	8,879	-	9,815	-	8,412	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	2,648	-	8,879	-	9,815	-	8,412	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	605,963	-	1,494,508	-	1,469,070	-	1,399,025	-	-	-	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	47,671	-	114,449	-	128,710	-	107,200	-	-	-	-	-
Fringe / Employee Benefits	-	110,986	-	184,496	-	206,688	-	163,002	-	-	-	-	-
Retirement / Pension	-	24,479	-	21,144	-	24,540	-	21,118	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	183,136	-	320,089	-	359,938	-	291,320	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	789,099	-	1,814,597	-	1,829,008	-	1,690,345	-	-	-	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	25,375	-	77,926	-	91,488	-	50,962	-	-	-	-	-
Legal	-	3,564	-	3,564	-	3,564	-	3,558	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	31,303	-	79,116	-	76,586	-	64,494	-	-	-	-	-
Titlement Services (i.e. Title I)	-	5,284	-	21,868	-	28,333	-	12,498	-	-	-	-	-
Other Purchased / Professional / Consulting	-	47,249	-	173,162	-	219,068	-	100,255	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	112,775	-	355,636	-	419,039	-	231,767	-	-	-	-	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-

*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		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

SCHOOL OPERATIONS												
Board Expenses		12,501	-		12,501	-		12,501	-		12,497	-
Classroom / Teaching Supplies & Materials		70,480	-		252,450	-		116,010	-		110,423	-
Special Ed Supplies & Materials		548	-		790	-		854	-		608	-
Textbooks / Workbooks		13,261	-		12,639	-		10,097	-		10,212	-
Supplies & Materials other		1,701	-		1,701	-		1,701	-		1,697	-
Equipment / Furniture		6,819	-		6,819	-		6,819	-		6,814	-
Telephone		678	-		678	-		678	-		681	-
Technology		37,969	-		141,952	-		173,787	-		67,621	-
Student Testing & Assessment		15,966	-		28,738	-		38,397	-		17,748	-
Field Trips		2,641	-		5,280	-		5,280	-		4,399	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		27	-		54	-		54	-		45	-
Office Expense		8,075	-		15,463	-		16,254	-		11,767	-
Staff Development		37,698	-		54,840	-		52,050	-		36,120	-
Staff Recruitment		9,509	-		35,425	-		44,306	-		21,959	-
Student Recruitment / Marketing		209,252	-		94,921	-		127,075	-		75,794	-
School Meals / Lunch		43,544	-		110,296	-		119,490	-		87,574	-
Travel (Staff)		1,694	-		1,902	-		1,902	-		1,823	-
Fundraising		-	-		-	-		-	-		-	-
Other		37,881	-		152,583	-		195,145	-		87,005	-
TOTAL SCHOOL OPERATIONS	-	510,244	-	-	929,032	-	-	922,400	-	-	554,787	-
FACILITY OPERATION & MAINTENANCE												
Insurance		11,856	-		11,856	-		11,856	-		11,852	-
Janitorial		51,249	-		51,249	-		51,249	-		51,253	-
Building and Land Rent / Lease / Facility Finance Interest		631,830	-		631,830	-		631,830	-		631,826	-
Repairs & Maintenance		81,484	-		74,435	-		85,929	-		70,128	-
Equipment / Furniture		8,035	-		74,092	-		30,770	-		31,116	-
Security		775	-		1,208	-		1,122	-		1,177	-
Utilities		40,580	-		39,395	-		43,093	-		37,932	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	825,809	-	-	884,065	-	-	855,849	-	-	835,284	-
DEPRECIATION & AMORTIZATION		-	-		-	-		-	-		-	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-
NET INCOME	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,303,076	-	-	3,368,410	-	-	3,508,024	-	-	3,380,225	-
Total Expenses	-	2,237,927	-	-	3,983,330	-	-	4,026,296	-	-	3,312,182	-
Net Income	-	1,065,149	-	-	(614,920)	-	-	(518,272)	-	-	68,043	-
Actual Student Enrollment	-	639	-	-	639	-	-	639	-	-	639	-

*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

ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	639	-	-	639	-	-	639	-	-	639	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-								

BROOKLYN DREAMS CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	-	-	13,559,735	(13,559,735)	-	-	13,559,735	(13,559,735)	-	-
Total Expenses	-	-	-	13,559,735	13,559,735	-	-	13,559,735	13,559,735	-	-
Net Income	-	-	-	(0)	0	-	-	(0)	0	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

REVENUE

	2021-22 Per Pupil Rate	TOTALS AND VARIANCE ANALYSIS										
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	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												
NYC CHANCELLOR'S OFFICE	16,844	-	-	-	10,759,744	(10,759,744)	-	-	10,759,744	(10,759,744)	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	-	-	-	10,759,744	(10,759,744)	-	-	10,759,744	(10,759,744)	-	-
Special Education Revenue		-	-	-	1,475,424	(1,475,424)	-	-	1,475,424	(1,475,424)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	12,235,168	(12,235,168)	-	-	12,235,168	(12,235,168)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	99,531	(99,531)	-	-	99,531	(99,531)	-	-
Title I		-	-	-	313,327	(313,327)	-	-	313,327	(313,327)	-	-
Title Funding - Other		-	-	-	119,552	(119,552)	-	-	119,552	(119,552)	-	-
School Food Service (Free Lunch)		-	-	-	287,566	(287,566)	-	-	287,566	(287,566)	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	469,170	(469,170)	-	-	469,170	(469,170)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	1,289,146	(1,289,146)	-	-	1,289,146	(1,289,146)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	8,721	(8,721)	-	-	8,721	(8,721)	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	26,700	(26,700)	-	-	26,700	(26,700)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	35,421	(35,421)	-	-	35,421	(35,421)	-	-
TOTAL REVENUE		-	-	-	13,559,735	(13,559,735)	-	-	13,559,735	(13,559,735)	-	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	13,559,735	(13,559,735)	-	-	13,559,735	(13,559,735)	-	-
Total Expenses	-	-	-	13,559,735	13,559,735	-	-	13,559,735	13,559,735	-	-
Net Income	-	-	-	(0)	0	-	-	(0)	0	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	172,927	172,927	-	-	172,927	172,927	-	-
Deans, Directors & Coordinators	-	-	-	391,300	391,300	-	-	391,300	391,300	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	120,646	120,646	-	-	120,646	120,646	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	684,873	684,873	-	-	684,873	684,873	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,121,914	2,121,914	-	-	2,121,914	2,121,914	-	-
Teachers - SPED	-	-	-	984,665	984,665	-	-	984,665	984,665	-	-
Substitute Teachers	-	-	-	134,160	134,160	-	-	134,160	134,160	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	759,842	759,842	-	-	759,842	759,842	-	-
Aides	-	-	-	123,722	123,722	-	-	123,722	123,722	-	-
Therapists & Counselors	-	-	-	129,636	129,636	-	-	129,636	129,636	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	4,253,939	4,253,939	-	-	4,253,939	4,253,939	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	29,754	29,754	-	-	29,754	29,754	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	29,754	29,754	-	-	29,754	29,754	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	4,968,566	4,968,566	-	-	4,968,566	4,968,566	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	398,030	398,030	-	-	398,030	398,030	-	-
Fringe / Employee Benefits	-	-	-	665,172	665,172	-	-	665,172	665,172	-	-
Retirement / Pension	-	-	-	91,281	91,281	-	-	91,281	91,281	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,154,483	1,154,483	-	-	1,154,483	1,154,483	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	6,123,049	6,123,049	-	-	6,123,049	6,123,049	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	245,751	245,751	-	-	245,751	245,751	-	-
Legal	-	-	-	14,250	14,250	-	-	14,250	14,250	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	251,499	251,499	-	-	251,499	251,499	-	-
Titlement Services (i.e. Title I)	-	-	-	67,983	67,983	-	-	67,983	67,983	-	-
Other Purchased / Professional / Consulting	-	-	-	539,734	539,734	-	-	539,734	539,734	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,119,217	1,119,217	-	-	1,119,217	1,119,217	-	-

**BROOKLYN DREAMS CHARTER SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	13,559,735	(13,559,735)	-	-	13,559,735	(13,559,735)	-	-
Total Expenses	-	-	-	13,559,735	13,559,735	-	-	13,559,735	13,559,735	-	-
Net Income	-	-	-	(0)	0	-	-	(0)	0	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*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	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	549,363	549,363	-	-	549,363	549,363	-	-
Special Ed Supplies & Materials	-	-	-	2,800	2,800	-	-	2,800	2,800	-	-
Textbooks / Workbooks	-	-	-	46,209	46,209	-	-	46,209	46,209	-	-
Supplies & Materials other	-	-	-	6,800	6,800	-	-	6,800	6,800	-	-
Equipment / Furniture	-	-	-	27,271	27,271	-	-	27,271	27,271	-	-
Telephone	-	-	-	2,715	2,715	-	-	2,715	2,715	-	-
Technology	-	-	-	421,329	421,329	-	-	421,329	421,329	-	-
Student Testing & Assessment	-	-	-	100,849	100,849	-	-	100,849	100,849	-	-
Field Trips	-	-	-	17,600	17,600	-	-	17,600	17,600	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	180	180	-	-	180	180	-	-
Office Expense	-	-	-	51,559	51,559	-	-	51,559	51,559	-	-
Staff Development	-	-	-	180,708	180,708	-	-	180,708	180,708	-	-
Staff Recruitment	-	-	-	111,199	111,199	-	-	111,199	111,199	-	-
Student Recruitment / Marketing	-	-	-	507,042	507,042	-	-	507,042	507,042	-	-
School Meals / Lunch	-	-	-	360,904	360,904	-	-	360,904	360,904	-	-
Travel (Staff)	-	-	-	7,321	7,321	-	-	7,321	7,321	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	472,614	472,614	-	-	472,614	472,614	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	2,916,463	2,916,463	-	-	2,916,463	2,916,463	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	47,420	47,420	-	-	47,420	47,420	-	-
Janitorial	-	-	-	205,000	205,000	-	-	205,000	205,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	2,527,316	2,527,316	-	-	2,527,316	2,527,316	-	-
Repairs & Maintenance	-	-	-	311,976	311,976	-	-	311,976	311,976	-	-
Equipment / Furniture	-	-	-	144,013	144,013	-	-	144,013	144,013	-	-
Security	-	-	-	4,282	4,282	-	-	4,282	4,282	-	-
Utilities	-	-	-	161,000	161,000	-	-	161,000	161,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	3,401,007	3,401,007	-	-	3,401,007	3,401,007	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	13,559,735	13,559,735	-	-	13,559,735	13,559,735	-	-
NET INCOME	-	-	-	(0)	0	-	-	(0)	0	-	-

BROOKLYN DREAMS CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	-	-	13,559,735	(13,559,735)	-	-	13,559,735	(13,559,735)	-	-
Total Expenses	-	-	-	13,559,735	13,559,735	-	-	13,559,735	13,559,735	-	-
Net Income	-	-	-	(0)	0	-	-	(0)	0	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

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

TOTALS AND VARIANCE ANALYSIS										
Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / Actual CY Quarters)	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed									
NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	-	-	-	-	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-	-	-	-	-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
BROOKLYN DREAMS CHARTER SCHOOL
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**



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Brooklyn Dreams Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[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	A management letter was not issued
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Form 8868 was filed.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit.
8) Corrective Action Plan	No corrective action plan needed.

BROOKLYN DREAMS CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 10,395,966	\$ -	\$ 10,395,966	\$ 9,956,851
Students with disabilities	1,426,634	-	1,426,634	1,211,171
Grants and Contracts				
State and local	-	-	-	120,781
Federal - Title and IDEA	865,753	-	865,753	392,801
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	178,740
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,688,353	-	12,688,353	11,860,344
EXPENSES				
Program Services				
Regular Education	\$ 8,334,341	\$ -	\$ 8,334,341	\$ 9,044,722
Special Education	2,235,846	-	2,235,846	1,401,219
Other Programs	-	-	-	-
Total Program Services	10,570,187	-	10,570,187	10,445,941
Management and general	2,141,516	-	2,141,516	1,418,601
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	12,711,703	-	12,711,703	11,864,542
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(23,350)	-	(23,350)	(4,198)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	46,280	-	46,280	50,293
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	46,280	-	46,280	50,293
CHANGE IN NET ASSETS	22,930	-	22,930	46,095
NET ASSETS BEGINNING OF YEAR	103,316	-	103,316	57,221
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 126,246	\$ -	\$ 126,246	\$ 103,316

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 22,930	\$ 46,095
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	2,904	2,904
Grants Receivable	(253,363)	(224,370)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	29,918	(19,614)
Interest payments	-	-
Change in contracted service fee payable	224,383	244,636
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 26,772	\$ 49,651
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 26,772	\$ 49,651
Cash at beginning of year	176,680	127,009
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 203,452	\$ 176,660

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	7.00	678,298	-	-	678,298	-	-	-	678,298	619,029
Instructional Personnel	56.00	3,114,964	927,457	-	4,042,421	-	-	-	4,042,421	3,835,784
Non-Instructional Personnel	2.00	42,857	-	-	42,857	-	-	-	42,857	57,507
Total Salaries and Staff	65.00	3,836,119	927,457	-	4,763,576	-	-	-	4,763,576	4,512,320
Fringe Benefits & Payroll Taxes		735,455	173,816	-	909,271	-	-	-	909,271	990,833
Retirement		65,036	20,920	-	85,956	-	-	-	85,956	78,312
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		49,750	-	-	49,750	-	-	-	49,750	31,908
Accounting / Audit Services		35,004	-	-	35,004	-	205,417	205,417	240,421	186,766
Other Purchased / Professional / Consulting Services		76,361	360,079	-	436,440	-	480,103	480,103	916,543	927,227
Building and Land Rent / Lease / Facility Finance Interest		2,075,806	543,508	-	2,619,314	-	-	-	2,619,314	2,701,312
Repairs & Maintenance		355,831	93,167	-	448,998	-	41,433	41,433	490,431	451,465
Insurance		36,789	9,632	-	46,421	-	-	-	46,421	45,654
Utilities		104,119	27,262	-	131,381	-	-	-	131,381	163,406
Supplies / Materials		332,350	11	-	332,361	-	-	-	332,361	200,298
Equipment / Furnishings		219,347	57,431	-	276,778	-	-	-	276,778	142,125
Staff Development		19,763	900	-	20,663	-	63,655	63,655	84,318	104,591
Marketing / Recruitment		113,591	-	-	113,591	-	332,706	332,706	446,297	339,785
Technology		82,736	21,663	-	104,399	-	401,827	401,827	506,226	274,625
Food Service		97,506	-	-	97,506	-	-	-	97,506	240,665
Student Services		9,784	-	-	9,784	-	84,117	84,117	93,901	78,402
Office Expense		36,090	-	-	36,090	-	7,814	7,814	43,904	37,160
Depreciation		2,904	-	-	2,904	-	-	-	2,904	2,904
OTHER		50,000	-	-	50,000	-	524,444	524,444	574,444	354,784
Total Expenses		\$ 8,334,341	\$ 2,235,846	\$ -	\$ 10,570,187	\$ -	\$ 2,141,516	\$ 2,141,516	\$ 12,711,703	\$ 11,864,542

	Select from drop-down list →
Date Submitted	April 20, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

Updated List for 2020-21	
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School
154	Explore Empower Charter School
94	Explore Exceed Charter School

79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I
101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School

156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School
215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School

	211	Wildflower New York Charter school
	155	Williamsburg Collegiate Charter School
	195	Zeta Charter School - Bronx 1
	194	Zeta Charter School - Inwood 1
	221	Zeta Charter School - Mount Eden
	222	Zeta Charter School - Tremont Park
MergelD		EdCorp SurvivingSchool
	500	Success Academy Charter Schools - NYC (Combined)
	501	Citizens of the World Charter School New York 1 (Combined)
	502	True North Rochester Preparatory Charter School (Combined)
	503	Family Life Academy Charter Schools (Combined)
	504	Community Partnership Charter School Education Corporation (Comb
	505	Excellence Charter Schools (Combined)
	506	Public Prep Charter School Academies (Combined)
	507	Explore Charter Schools of Brooklyn (Combined)
	508	East Harlem Scholars Academy Charter School (Combined)
	509	Uncommon New York City Charter Schools (Combined)
	510	Bronx Charter School for Excellence (Combined)
	511	Achievement First Brooklyn Charter Schools (Combined)
	512	Ascend Charter Schools (Combined)
	513	Manhattan Charter Schools (Combined)
	514	Brilla College Preparatory Charter Schools (Combined)
	515	Elmwood Village Charter Schools (Combined)
	516	NYC Autism Charter Schools (Combined)
	517	Bronx Charter School for Better Learning (Combined)
	518	Achievement First Brownsville Charter School (Combined)
	519	Achievement First Bushwick Charter School (Combined)
	520	Democracy Prep New York Charter Schools (Combined)
	521	Academy Charter School, The (Combined)
	522	Amber Charter School (Combined)
	523	Brooklyn Prospect Charter School (Combined)
	524	Our World Neighborhood Charter School (Combined)
	525	Zeta Charter Schools - New York City (Combined)
	526	KIPP NYC Public Charter Schools (Combined)
	527	DREAM Charter School (Combined)
	528	University Prep Public Charter Schools (Combined)
	529	Storefont Academy Charter School (Combined)
	530	Harlem Village Academy Charter School (Combined)
	531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

School Name Selected	
17	Brooklyn Dreams Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

SurvivingSchoolName	
EdCorp	#N/A
Survivor	#N/A

Input Messages (Balance Sheet and Cash Flow)	
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

BS & CF INPUT NOTES	
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	
No	507	
No	507	

Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		
Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		

Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF
Yes



Tel: 616-774-7000
Fax: 616-776-3680

Tel: 269-382-0170
Fax: 269-345-1666
www.bdo.com

200 Ottawa Avenue NW, Suite 300
Grand Rapids, MI 49503

211 East Water Street, Suite 300
Kalamazoo, MI 49007

Brooklyn Dreams Charter School
Instructions for Filing
Form 990
8868 Application for Extension of Time to File
for the year ended June 30, 2021

We have electronically filed your extension.

There is no tax due with the application.

Do NOT separately file Form 8868 with the Internal Revenue Service. Doing so will delay the processing of your extension.

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**



Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. BROOKLYN DREAMS CHARTER SCHOOL	Taxpayer identification number (TIN)
	Number, street, and room or suite no. If a P.O. box, see instructions. 259 PARKVILLE AVE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BROOKLYN, NY 11230	

Enter the Return Code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

COREY BALKON

- The books are i
- Telephone No.
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 05/16, 2022, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ▶ calendar year 20 ____ or
- ▶ tax year beginning 07/01, 2020, and ending 06/30, 2021.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.



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:	Brooklyn Dreams Charter School
Name of trustee (print):	Michele F. Scotto
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	President
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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"
N/A				

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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Richard Conti
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice President
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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.	
<input type="checkbox"/> None	

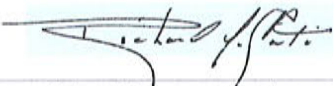
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Katherine O'Neill
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 **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"
N/A				

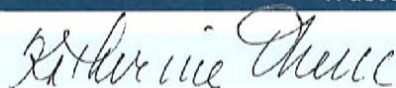
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Michael Leit
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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.	
<input type="checkbox"/> 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"
N/A				

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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Tamara Charles
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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"
N/A				

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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Orpheus Williams
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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"
N/A				

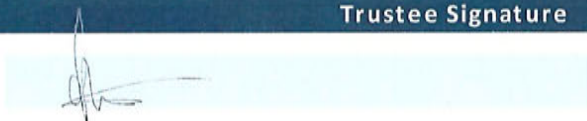
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Joanne Oplustil
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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

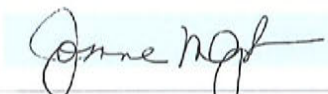
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

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"
N/A						

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:	Brooklyn Dreams Charter School
Name of trustee (print):	Michele Morais-Weekes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

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 yes , 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 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.	
<input checked="" type="checkbox"/> 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"
N/A				

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"
N/A						

Trustee Signature

Signature:

Michelle Moraes-Sheetz

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.



Brooklyn Dreams Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies 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)
Michele Scotto	President	N/A
Katherine O'Neill	Vice President	Education
Michael Leit	Treasurer	Finance
Tamara Charles	Secretary	Education Audit/Compliance
Joanne Oplustil	Trustee	Audit/Compliance
Michele Morais-Weekes	Trustee	Education
Orpheus Williams	Trustee	Education
Richard Conti	Trustee	Finance

Omar Thomas has served as the principal since May 2016.

SCHOOL OVERVIEW

Since Brooklyn Dreams Charter School (Brooklyn Dreams) opened in fall 2010, we have not wavered from our original mission:

“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2020-21 school year, we served 649 students in grades K-8, of whom 88 percent qualified for free or reduced-price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect. A different virtue is featured each month of the school year and is supported by the classroom curriculum. Daily assemblies are held to discuss the virtues and recognize students and staff who demonstrate these qualities in the school. Additionally, teachers model behavior that exemplifies each virtue and recognize and praise students when they do the same. The ultimate goal of focusing on character is to create a school environment that is both physically and emotionally safe. We know that if students are comfortable in their school, the potential for learning is far greater.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong, balanced curriculum aligned with New York State’s learning standards. It continues to be our desire to create a school where each student is challenged to achieve—regardless of the student’s skill level. By providing an academically rigorous program, including a robust summer learning program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
 - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
 - *Students* – We encourage our students to take an active role in their education and hold themselves to a higher standard. Students are taught to act responsibly and take accountability for both their positive and negative actions. Importantly, students know and understand their learning goals and are invested in the learning process.
 - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

purposely to involve parents in the school and in their child's education because it is crucial to maintaining the school culture we desire.

- **Staff responsibility: Systems for monitoring instruction.** Our school uses a school-wide and classroom framework to monitor instruction, create teachers' individual growth plans, and provide focus for the weekly observation and feedback meetings.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. We began the 2020-21 school year with in-person learning and transitioned to virtual learning in October 2020. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots."
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. Brooklyn Dreams already used Google Classroom prior to the pandemic. The use of Google Classroom was amplified as we integrated it into our virtual learning.
- We monitored and checked for growth for all students using i-Ready & IXL assessments.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- Teachers contacted Scholars two times per day to check-in and ensure work was turned in on a weekly basis. Google Classroom login and participation data also helped track engagement. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional at-a-glance plans with families. Communications with families were intensified and streamlined.
- Food service continued providing food to families that need it.

To sustain students' and families' social, mental, and emotional health, teachers would keep a pulse on their students and families. If there was a need for further assistance, the guidance counselor, social worker, or achievement behavior support specialist would reach out and provide additional support. In addition, we began doing weekly google meets where staff and students could interact with their peers as they would during a typical school day.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	65	68	74	73	74	74	69	78	47	-	-	-	-	622
2017-18	78	65	72	76	80	77	74	63	70	-	-	-	-	655
2018-19	47	73	77	80	75	69	68	68	64	-	-	-	-	621
2019-20	57	57	70	80	77	82	81	62	62	-	-	-	-	628
2020-21	60	59	64	72	80	85	92	71	66	-	-	-	-	649

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

RESULTS AND EVALUATION

Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 20 in math. A level increase of 100 is equivalent to one grade level. Therefore, this goal was not met. Students in third, fourth, and fifth grade showed the most progress towards meeting the goal.

End of Year Growth on 2020-21 IXL ELA Assessment
By All Students

Grade s	Median Level Change	Number Tested
3	60	47
4	30	45
5	40	62
6	10	73
7	0	39
8	0	38
All	20	304

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 30 in Language Arts. This is far below the target of 100, and therefore the **goal was not met**. At the grade level, this goal was met in third grade.

Note: A student ‘Two or More Grade Levels Below’ was defined as a student scoring two levels below their enrolled grade level on IXL in the fall.

End of Year Growth on 2020-21 IXL ELA Assessment
By Students who were Two or More Grade Levels below in the Fall

Grade s	Median Level Change	Number Tested
3	100	13
4	40	30
5	50	39
6	40	47
7	0	26
8	0	19
All	30	174

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school’s general education students.

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 15 in Language Arts. Therefore, **this goal was not met**.

End of Year Growth on 2020-21 IXL ELA Assessment
By Students with Disabilities

Grade s	Median Level Change	Number Tested
3	*	*
4	10	12
5	25	10
6	40	17
7	0	11
8	*	*
All	15	66

Note: A “*” indicates that data was not reported for grades with fewer than 10 students tested.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4 (Absolute measure): Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 40% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met**. Students in third grade showed the most positive results.

End of Year Performance on 2020-21 IXL ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent On or Above Grade Level	Number Tested	Percent On or Above Grade Level	Number Tested
3	65%	48	62%	39
4	33%	45	35%	37
5	40%	62	38%	50
6	33%	73	37%	53
7	28%	39	26%	34
8	39%	38	38%	34
All	40%	305	40%	247

ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Brooklyn Dreams did not meet the four measures of the ELA goal.

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, students grow at the normed rate according to the beginning of year baseline score.	All students	100	304	20	No
Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target.	Low initial achievers	100	174	30	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school’s general education students.	Students with disabilities ¹	20	66	15	No
Measure 4: Each year, 75 percent of 3 rd through 8 th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.	2+ students	75%	247	40%	No

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswebPlus* to monitor students’ progress. Reports from *aimswebPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- In 2021-22, Lexia Core5 and Powerup will be utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia’s approach to learning adapts to students’ needs in real time, providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn in Core5 and help students progress on the college- and career-ready path in PowerUp.
- We plan to implement an eighth grade ELA Regents class.

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

RESULTS AND EVALUATION

Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 120 in math. A level increase of 100 is equivalent to one grade level. Therefore, **this goal was met**, exceeding the target by 20 level points. At the grade level, this goal was met in third through fifth grade.

End of Year Growth on 2020-21 IXL Math Assessment
By All Students

Grade s	Median Level Increase	Number Tested
3	165	52
4	130	54
5	155	72
6	30	70
7	35	40
8	30	38
All	120	326

Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 130 in math. Therefore, **this goal was met**, exceeding the target by 30 level points. At the grade level, this goal was met in third through fifth grade.

Note: A student 'Two or More Grade Levels Below' was defined as a student scoring two levels below their enrolled grade level on IXL.

End of Year Growth on 2020-21 IXL Math Assessment
By Students who were Two or More Grade Levels below in the Fall

Grade s	Median Level Change	Number Tested
3	200	29

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

4	150	46
5	160	63
6	35	56
7	30	33
8	45	34
All	130	261

Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school’s general education students.

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 70 in Language Arts. Therefore, **this goal was met.**

End of Year Growth on 2020-21 IXL Math Assessment By Students with Disabilities

Grade s	Median Level Change	Number Tested
3	*	*
4	50	13
5	120	13
6	*	*
7	30	11
8	*	*
All	70	69

Note: Data not reported for grades with fewer than 10 students tested is indicated with “*”.

Measure 4 (Absolute measure): Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 31% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met.** Students in third grade showed the most positive results.

End of Year Performance on 2020-21 IXL Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent On or Above Grade Level	Number Tested	Percent On or Above Grade Level	Number Tested
3	73%	52	74%	43
4	26%	54	20%	44
5	35%	72	34%	58

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	19%	70	22%	50
7	20%	40	19%	36
8	16%	38	12%	33
All	32%	326	31%	264

ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Brooklyn Dreams met three of the four measures of the math goal.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.	All students	100	326	120	Yes
Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target.	Low initial achievers	100	261	130	Yes
(Gap Closing measure 2): Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school's general education students.	Students with disabilities ²	120	35	70	Yes
Measure 4: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.	2+ students	75%	264	31%	No

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswebPlus* to monitor students' progress. Reports from *aimswebPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- We will continue providing Math Lab for students in grades 3-8. This is supplemental time where students can practice skills in groups of four or less. We plan to extend this practice to grades K-2 in the 2021-22 school year.
- In 2021-22, DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- We plan to implement an eighth grade Math Regents class.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Dreams. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring.

Grades	Percent at or Above 3.0	Number Tested
4	4%	50
8	0%	31
All	9%	81

ADDITIONAL CONTEXT AND EVIDENCE

The percent of students enrolled in at least their second year achieving proficiency in science has increased from 2017-18 to 2018-19 by four percentage points.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	84.6%	52	72%	57	82%	68
8	50.0%	42	33%	54	3%	26
All	69.1%	94	53%	111	57%	84

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal.

ACTION PLAN

- We are working to develop and stabilize our science teachers building wide. Had a science teacher captain the developing science department.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8. Will extend this to grade 4 this year too.
- We will implement Picture-Perfect Science in second grade.
- We are providing additional opportunities for students such as a STEM fair and a recycling program. In addition, we are currently planning to provide a more hands-on learning environment for students by collaborating with Newkirk Community Garden.
- An eighth grade Science Regents class has been created.
- We plan to reestablish our partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

GOAL 4: 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

In 2020-21, Brooklyn Dreams was in Good Standing and therefore met their ESSA goal.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Brooklyn Dreams has been in Good Standing since 2018-19.

Accountability Status by Year

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

Certificate of Occupancy

CO Number: 320136456F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Brooklyn	Block Number: 05424	Certificate Type: Final
	Address: 259 PARKVILLE AVENUE	Lot Number(s): 29	Effective Date: 05/04/2016
	Building Identification Number (BIN): 3339607	Building Type: Altered	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 2-A	(1968 Code designation)	
	Building Occupancy Group classification: E	(2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 5	Height in feet: 41	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

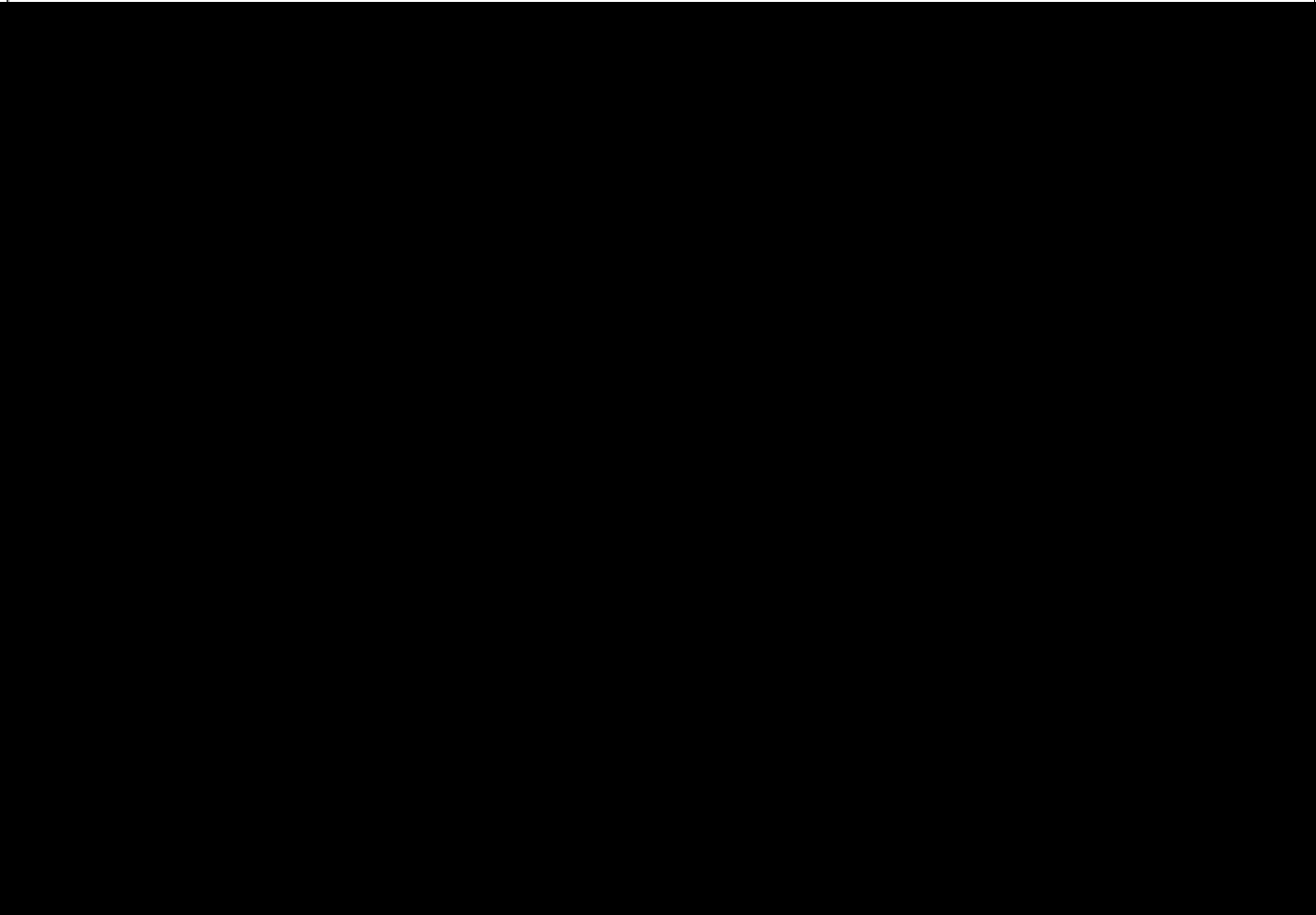
Certificate of Occupancy

CO Number: **320136456F**

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
------------------	---------------------------------	---------------------------------	--	---------------------------------	---------------------	--------------------



END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 07.31.2019.

PREMISES

BROOKLYN DREAMS CHARTER
259 Parkville Avenue
Brooklyn NY 11230

BROOKLYN DREAMS CHARTER
259 Parkville Avenue
Brooklyn NY 11230

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **09.17.2018**.

_____ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

~~XXX~~ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

NOTE: VIOLATION ORDER # E558006, E558005 ISSUED

_____ As of XXXXXXXX Documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, NY 11201-3857
BUREAU OF LEGAL AFFAIRS
ADMINISTRATIVE ENFORCEMENT UNIT

CORRECTION LETTER

Date: 1/25/19

You are hereby notified that Violation Categories (VCs) 12 of
FDNY Summons Number 12083613M issued on 12/4/18
regarding the premises situated at 259 PARKVILLE AVENUE Borough
of BROOKLYN have been corrected according to the records of this
Department. Please be advised that while the underlying condition(s) may have
been corrected, an unresolved FDNY Summons may still exist at the OATH
Hearing Center located at 9 BOND STREET

BY ORDER OF BUREAU OF LEGAL AFFAIRS

BY JAMES CARROLL

ADMIN. ENF

JAN 25 2019

J. CARROLL

VOID IF ALTERED

WARD PIPING COMPANY INC.

NYCMFS LIC#1021B

FIRE SUPPRESSION SERVICES CORP.

909 Willis Avenue

Albertson NY 11507

Tel: 516-231-5345 **Fax:** (516) 231-5343

Re: Brooklyn Excelsior Charter School
856 Quincy Street
Brooklyn, New York 11721

September 28, 2020

National Heritage Academies
3850 Broadmoor So.
Grand Rapids, MI 49512

**REFERENCE: PROOF OF COMPLIANCE FOR NYC FIRE DEPARTMENT
VIOLATION # 11753036P**

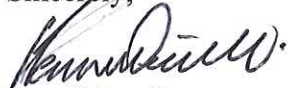
VC 20: Failed to arrange for 5-year hydrostatic pressure testing of the sprinkler systems
Ward Piping Company Inc., - Fire Suppression Services Corp. Has received from Employee **I8004V** an appointment on **Friday November 6th, 2020 @ 9:00AM** perform a Hydrostatic pressure test of (1) Sprinkler Fire Department Connections and related piping as per the NYC Fire Department **VIOLATION # 11753036P**. The Fire Department requires that you have a representative from your organization present at the test, or the test will not be performed.

As proof of compliance, attach a copy of this letter to the gold copy of your violation form, making sure you have it signed and notarized

The certificate of Compliance must be filled out completely and taken to your ECB hearing On 9/28/2020

Failure to comply with the above instructions could result in violations, hearing, and appearances including possible fines.

Sincerely,



Ken Driscoll

Service Manager

STATE OF NEW YORK COUNTY OF SUFFOLK

SWORN BEFORE ME THIS 28th DAY Sept, 2020

Notary *Victoria Lee Davies*

VICTORIA LEE DAVIES
Notary Public-State of New York
No. 01DA6378722
Qualified in Suffolk County
Commission Expires 7/30/2022

Brooklyn Dreams Charter School

2021-22 School Year

July/August						
Su	M	T	W	Th	F	Sa
25	26	27	28	29	30	31
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				

July 19-22 - NHA Leadership Summit
30th Staf PD; 31st Regional PD

September						
Su	M	T	W	Th	F	Sa
			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		

1st-3rd Staff PD
6th Labor Day; 7th Rosh Hashana; 8th-10th Staff PD
13th First Day of School; 16th Yom Kippur

October						
Su	M	T	W	Th	F	Sa
					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						

11th Columbus Day
19th Regional PD

November						
Su	M	T	W	Th	F	Sa
	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				

11th Veterans Day
19th End of Quarter 1
22nd & 24th PT Conf.; 25th-26th Thanksgiving Break

December						
Su	M	T	W	Th	F	Sa
			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	

24th-31st Winter Break

January						
Su	M	T	W	Th	F	Sa
						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					

3rd School Resumes
17th MLK Day

February						
Su	M	T	W	Th	F	Sa
			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				

4th End of Quarter 2
21st-25th Mid Winter Break
28th School Resumes

March						
Su	M	T	W	Th	F	Sa
		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		

15th-16th Principals Mtg

April						
Su	M	T	W	Th	F	Sa
					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

15th-22nd Spring Break
25th School Resumse; 29th End of Quarter 3

May						
Su	M	T	W	Th	F	Sa
	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			

3rd PT Conferences
30th Memorial Day

June						
Su	M	T	W	Th	F	Sa
			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		

2nd Regional PD
20th Juneteenth; 24th End of Quarter 4
28th Last Day of School

July						
Su	M	T	W	Th	F	Sa
					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						

Students Do Not Report/ Staff Report All Day
 Students Report Half Day/ Staff Report All Day
 Students/ Staff Do Not Report

Board Approved: 6/9/2021

Last Update: 6/7/2021
 180 School Days
 7:30am-3:00pm School Hours
 7:30am-11:30am (half)
 1208 Instructional Hours