

Application: Brooklyn Dreams Charter School

Nathaniel Dingeman - ndingeman@nhaschools.com
2021-2022 Annual Report

Summary

ID: 0000000143

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Aug 1 2022

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 2021-2022 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, 2022)** 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 800000068331

a1. Popular School Name

Brooklyn Dreams

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #22 - BROOKLYN

e. DATE OF INITIAL CHARTER

3/2010

f. DATE FIRST OPENED FOR INSTRUCTION

9/2010

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

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

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

854

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

640

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

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

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. 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	Nate Dingeman

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.

BROOKLYN DREAMS CHARTER SCHOOL 800000068331

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	Title	Work Phone	Alternate Phone	Email Address
School Leader	Omar Thomas	Principal	404-376-3497		85.othomas@nhaschools.com
Operational Leader	Tom Brennan	Director of Facilities	616-464-3549		TBRENNAN@NHASCHOOLS.COM
Compliance Contact	Julie Meller	Paralegal/Compliance Coordinator	616-954-3081		jmeller@nhaschools.com
Complaint Contact	Julie Meller	Paralegal/Compliance Coordinator	616-954-3081		jmeller@nhaschools.com
DASA Coordinator	Omar Thomas	Principal	404-376-3497		85.othomas@nhaschools.com
Phone Contact for After Hours Emergencies	Omar Thomas	Principal	404-376-3497		85.othomas@nhaschools.com

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.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

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.pdf](#)

Filename: Brooklyn Dreams.pdf **Size:** 516.9 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2021-2022 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 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Nathaniel Dingeman
Position	Board Relations Coordinator
Phone/Extension	616-285-8055
Email	ndingeman@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

A handwritten signature in black ink on a light gray background. The signature consists of a large, rounded 'D' followed by a long horizontal line, a vertical line, and a wavy horizontal line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads 'M. Scotto' in a cursive style.

Date

Aug 1 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2022

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

B

Filename: B. Dreams APPR Final Submission 9 15 22.pdf **Size:** 502.0 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2022**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to

NYSED CSO.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. 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

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

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 2022-2023 Budget

Completed Nov 1 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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.

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

[2022-23 Budget and Quarterly Report Template - Brooklyn Dreams](#)

Filename: 2022 23 Budget and Quarterly Repo 59SkLIZ.xlsx **Size:** 535.3 kB

[2022-23 SUNY Budget Narrative Questionnaire - Brooklyn Dreams](#)

Filename: 2022 23 SUNY Budget Narrative Ques 17lnWeM.pdf **Size:** 29.2 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

[Brooklyn Dreams Disclosure of Financial Interest Forms 2022-2023](#)

Filename: Brooklyn Dreams Disclosure of Fina 9TBiTEd.pdf **Size:** 769.6 kB

Entry 7 BOT Membership Table

Completed Aug 1 2022

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.

BROOKLYN DREAMS CHARTER SCHOOL 80000068331

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 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 2021-2022
1	Michele Scotto		Chair	N/A	Yes	3	04/14/2021	6/30/2024	9
2	Katherine O'Neill		Vice Chair	Education	Yes	4	04/08/2020	6/30/2023	8
3	Michael Leit		Treasurer	Finance	Yes	3	04/14/2021	6/30/2024	9
4	Tamara Charles		Secretary	Audit/Compliance, Finance	Yes	3	04/14/2021	6/30/2024	9
5	Joanne Oplustil		Trustee/Member	N/A	Yes	4	04/8/2020	6/30/2023	9
6	Michele Morais-Weekes		Trustee/Member	Education	Yes	4	04/13/2022	6/30/2025	9
7	Orpheus Williams		Trustee/Member	Education	Yes	1	04/14/2021	6/30/2024	9
8	Randal Jean-		Trustee/Member	Finance	Yes	1	12/8/2021	6/30/2024	5 or less

	Baptiste								
9	Richard Conti		Trustee/Member	Audit/Compliance		4	04/13/2022	6/30/2025	7

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

Yes

1b. Board Member Information

	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 2021-2022
10	Troy Mattila		Trustee/Member	Education	Yes	1	12/8/2021	6/30/2024	5 or less
11									
12									
13									
14									
15									

1c. Are there more than 15 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, 2022	10
b.Total Number of Members Added During 2021-2022	2
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2021-2022

9

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

10

Total number of Voting Members added during the 2021-2022 school year:

2

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

11

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 2021-June 2022), which should match the number of meetings held during the 2021-2022 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 1, 2022**.

Entry 9 Enrollment & Retention

Completed Aug 1 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	<p>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, we are meeting the enrollment targets for all student subgroups. Over the course of the charter term, there has been an increase in our population of students with disabilities and ELLs.</p> <p>The school had a full time Admissions Representative who was directly responsible for overseeing and implementing the school’s marketing and outreach efforts. They work with NHA’s admissions and marketing professionals to set annual targets for outreach activities. This plan lists monthly targets for community partner visits, off-site and on-site events, phone calls, and school tours. Together the Admissions Rep and NHA’s admissions and marketing teams’ implement a recruitment approach that includes traditional and digital advertising, social media, lead management, recruitment events, and comprehensive communications outreach to new families. Brooklyn Dreams’ marketing and admissions effort targets families with children</p>	<p>In addition to continuing the efforts listed, the school is working to implement new recruitment efforts for the upcoming school year. As COVID-19 restrictions continue to ease,</p>

Economically Disadvantaged

ages 4-13 who live in the CSD #22 school district and surrounding districts, including districts 13, 15, 17, 18, 19, 20, 21, 23, and 32. The school also ran a city-wide transit marketing campaign to reach new markets.

Brooklyn Dreams regularly hosts or participates in events away from the school, at a community partner's location or elsewhere in the community. Such events give us opportunities to gather lead information and applications from interested families and to invite them to the school for a tour or an event when they can see first-hand how Brooklyn Dreams can benefit their child.

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.

the school can resume and expand in-person school and community events. The school will reach out to neighborhoods served by Dreams' DOE transportation to inform parents of available options.

Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students. We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these children know that Brooklyn Dreams is dedicated to serving their children's needs.

Brooklyn Dreams holds open meetings during the year to give families of FRL, ELL, and SWD students opportunities to learn about our programs. The school's parent meetings clearly indicate that we offer a free and appropriate education to all of our students in the least restrictive environment. The school aids with resources to help reduce barriers for attendance (i.e., uniforms and transportation).

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). In addition to the general recruitment efforts, we have made efforts to specifically attract and recruit ELL students as outlined below.

The school collaborates with businesses and community partners to distribute information and hold events outside the school. These partners include: Allama Iqbal Community Center; Arab-American Family Support Center; Brooklyn Chinese-American Association; the

In addition to continuing the efforts listed, the school is working to implement new recruitment efforts for the upcoming school year. As COVID-19 restrictions continue to ease, the school can resume and expand in-person school and community events. The school will reach out to neighborhoods served by Dreams' DOE transportation to inform parents of available options.

Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of

English Language Learners

Council of Peoples Organization (COPO); day care centers; and faith-based organizations.

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. We also gave ELL families English language development strategies to help their children in school. Student applications were provided in several languages including Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu. In addition, parents may choose to view our website in their preferred language.

Advertisements and notifications have been placed in La Voz Hispana, Haiti Observateur, Weekly Sade - E Pakistan, World Journal, 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

special-needs students. We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these children know that Brooklyn Dreams is dedicated to serving their children's needs.

In addition to continuing the efforts listed above, the school is working to implement new recruitment efforts for the upcoming school year. As COVID-19 restrictions continue to ease, the school can resume and expand in-person school and community events. The school will reach out to neighborhoods served by Dreams' DOE transportation to inform parents of available options.

To facilitate the retention of accepted students, and to comply with federal requirements related to identifying potential ELL students, the school asked these families to complete a "home language questionnaire." Information from this survey ensures that each child for whom English is a second language is provided the services he or she needs to succeed in school.

Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully

made available in Chinese, Creole, English, Russian, Urdu, Spanish, and other languages as requested. An online tour scheduling system was made available, and parents were able to request translation services.

We have collaborated with Head Start Universal Pre-Kindergarten programs within the community. These full-day pre-kindergarten programs are sponsored by the New York City Department of Education. They include programs that serve special education and ELL students.

tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students. We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these children know that Brooklyn Dreams is dedicated to serving their children's needs.

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). 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.

We have distributed brochures that describe our special education programming throughout the community – for example, by hanging them on home doorknobs throughout the area. To reach the families of special needs students, we use many existing community

Students with Disabilities

organizations and networks. Brooklyn Dreams' admissions representative will continue to build relationships with community support organizations to learn more about the services they provide. We do this both so we can recommend their support services to the families of accepted or interested students, and so these organizations know about our school and its special education program so they can confidently 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 procedures.

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. We work with local resources to share information with families, including Birch Family Services, Resource for Children with Special Needs, Brooklyn Center for Independence of Disabled, area medical facilities, and faith-based organizations.

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 procedures.

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 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.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	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.

- Culture and climate: Brooklyn Dreams has 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:

- o Newsletters: We distribute regular newsletters from the principal and teachers to parents. Newsletters include important information on 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

The school will continue to utilize the aforementioned retention efforts in the upcoming school year. Brooklyn Dreams is using a new tool to help predict students that are most likely to leave the school. We use the list produced by this tool to do outreach to families at risk of leaving Dreams. During these calls, we discuss the family's satisfaction with the school and whether the family will be returning to Dreams or not. If parents are not sure if they will be returning, we ask them what we can do better to solidify their decision to stay. If parents are unsatisfied with the school, we try to work through the issues that are causing them to want to leave the school.

Our school leadership team, with the support of our admissions

parents. Parents without access to the internet can use a 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 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.

- Brooklyn Dreams' staff have participated in professional development activities designed to provide staff members tools that they can implement in the classroom to better meet the

representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students.

We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these children know that Brooklyn Dreams is dedicated to serving their children's needs.

	<p>needs of their ELL and special education students.</p>	
<p>English Language Learners</p>	<p>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.</p> <p>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.</p> <p>The school began 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</p>	<p>The school will continue to utilize the aforementioned retention efforts in the upcoming school year. Brooklyn Dreams is using a new tool to help predict students that are most likely to leave the school. We use the list produced by this tool to do outreach to families at risk of leaving Dreams. During these calls, we discuss the family's satisfaction with the school and whether the family will be returning to Dreams or not. If parents are not sure if they will be returning, we ask them what we can do better to solidify their decision to stay. If parents are unsatisfied with the school, we try to work through the issues that are causing them to want to leave the school.</p> <p>Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students.</p> <p>We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these</p>

	<p>they need and how we can better support them.</p>	<p>children know that Brooklyn Dreams is dedicated to serving their children’s needs.</p>
<p>Students with Disabilities</p>	<p>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 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</p>	<p>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.</p> <p>We will continue the aforementioned efforts and also implement the following:</p> <ul style="list-style-type: none"> • 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.

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.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2022

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 who 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 who 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.nysed.gov/common/nysed/files/programs/charter-schools/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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2021-2022 **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 Sep 6 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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 also 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. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

Brooklyn Dreams 2022-23 FINAL Calendar

Filename: Brooklyn Dreams 2022 23 FINAL Calendar.pdf Size: 255.1 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

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 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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. Current Annual Report (i.e., 2021-2022 Annual Report)	https://app.sharebase.com/#/folder/905/share/239-G-tPI8AX65PW0yOB1cGwptw--XDK
2. Board meeting notices, agendas and documents	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/board-documents
3. New York State School Report Card	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/School-Operations
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/getmedia/f2b49d66-8ff6-45c6-b300-02df2158c3f4/Brooklyn-Dreams-(NY)-Final-2021-22.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/School-Operations
6. Authorizer-approved FOIL Policy	https://app.sharebase.com/#/document/18024/share/239---5IkfUZWNELCLwHvahj-DhedqxM
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://app.sharebase.com/#/document/18024/share/239---5IkfUZWNELCLwHvahj-DhedqxM

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.

**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
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CONTACT INFORMATION

Contact Name:	Michael Nagy
Contact Title:	School Finance Controller
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2022-23
Prior Academic Year:	2021-22

**BROOKLYN DREAMS CHARTER SCHOOL
2022-23**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	60	76	51	76	76	76	76	98	96				
TOTAL ENROLLMENT = 685													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		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	685	0	685	0	685	0	685	0	0	0	0	0
<i>*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.</i>													
PRIMARY/OTHER DISTRICT NAME(S)	PRIOR YEAR 2021-22 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		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 2 SECONDARY District	NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	685		685		685		685					

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2021-22	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
2022-23**

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
2021-22		2021-22	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			2.0		2.0		2.0		2.0						
TOTAL ADMINISTRATIVE STAFF		0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2021-22		2021-22	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															
Substitute Teachers															
Teaching Assistants															
Specialty Teachers			11.0		11.0		11.0		11.0						
Aides			5.8		5.8		5.8		5.8						
Therapists & Counselors			1.9		1.9		1.9		1.9						
Other															
TOTAL INSTRUCTIONAL		0.0	46.6	0.0	46.6	0.0	46.6	0.0	46.6	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
2021-22		2021-22	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	54.8	0.0	54.8	0.0	54.8	0.0	54.8	0.0	0.0	0.0	0.0	0.0	

		BROOKLYN DREAMS CHARTER SCHOOL												
		Budget / Operating Plan												
		2022-23												
Total Revenue		-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-
Total Expenses		-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-	-
Net Income		-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-
Actual Student Enrollment		-	685	-	-	685	-	-	685	-	-	685	-	-
		Prior Year Actual 2021-22 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	45,465	-	-	45,465	-	-	45,465	-	-	45,479	-	-	-
Deans, Directors & Coordinators	4.00	106,176	-	-	109,608	-	-	109,608	-	-	108,464	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	2.00	26,379	-	-	33,346	-	-	34,437	-	-	29,729	-	-	-
TOTAL ADMINISTRATIVE STAFF	7.00	-	178,020	-	-	188,419	-	-	189,510	-	-	183,672	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	28.00	580,597	-	-	581,571	-	-	581,571	-	-	581,246	-	-	-
Teachers - SPED	-	244,309	-	-	244,309	-	-	244,309	-	-	244,309	-	-	-
Substitute Teachers	-	2,475	-	-	4,950	-	-	4,950	-	-	4,125	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	11.00	279,969	-	-	366,259	-	-	366,259	-	-	337,502	-	-	-
Aides	5.75	18,521	-	-	49,302	-	-	54,069	-	-	33,364	-	-	-
Therapists & Counselors	1.88	51,382	-	-	69,022	-	-	69,022	-	-	63,145	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	46.63	-	1,177,253	-	-	1,315,413	-	-	1,320,180	-	-	1,263,691	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	23,687	-	-	35,762	-	-	36,949	-	-	30,320	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.13	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.13	-	23,687	-	-	35,762	-	-	36,949	-	-	30,320	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	54.75	-	1,378,960	-	-	1,539,594	-	-	1,546,639	-	-	1,477,683	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		106,340	-	-	112,305	-	-	112,890	-	-	109,642	-	-	-
Fringe / Employee Benefits		189,054	-	-	191,782	-	-	191,803	-	-	190,848	-	-	-
Retirement / Pension		29,941	-	-	30,859	-	-	31,028	-	-	30,351	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	325,335	-	-	334,946	-	-	335,721	-	-	330,841	-	-
TOTAL PERSONNEL SERVICE COSTS	54.75	-	1,704,295	-	-	1,874,540	-	-	1,882,360	-	-	1,808,524	-	-
CONTRACTED SERVICES														
Accounting / Audit		19,503	-	-	56,057	-	-	101,494	-	-	72,553	-	-	-
Legal		3,561	-	-	3,561	-	-	3,561	-	-	3,567	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		39,421	-	-	72,081	-	-	74,734	-	-	63,055	-	-	-
Titlement Services (i.e. Title I)		98	-	-	195	-	-	195	-	-	163	-	-	-
Other Purchased / Professional / Consulting		35,789	-	-	116,000	-	-	193,460	-	-	142,320	-	-	-
TOTAL CONTRACTED SERVICES		-	98,372	-	-	247,894	-	-	373,444	-	-	281,658	-	-

BROOKLYN DREAMS CHARTER SCHOOL													
Budget / Operating Plan													
2022-23													
Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-	-
	Prior Year Actual 2021-22 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		12,500		-	12,500		-	12,500		-	12,500		-
Classroom / Teaching Supplies & Materials		22,111		-	41,872		-	41,806		-	35,046		-
Special Ed Supplies & Materials		357		-	714		-	714		-	595		-
Textbooks / Workbooks		78,243		-	44,643		-	38,064		-	31,724		-
Supplies & Materials other		33,662		-	65,675		-	65,675		-	55,011		-
Equipment / Furniture		48,329		-	86,112		-	86,112		-	73,530		-
Telephone		625		-	625		-	625		-	626		-
Technology		61,869		-	76,898		-	76,898		-	71,963		-
Student Testing & Assessment		3,301		-	6,601		-	6,601		-	5,501		-
Field Trips		2,621		-	5,243		-	5,243		-	4,369		-
Transportation (student)		-		-	-		-	-		-	-		-
Student Services - other		45		-	45		-	45		-	45		-
Office Expense		8,256		-	15,047		-	17,650		-	14,614		-
Staff Development		41,826		-	155,763		-	284,001		-	206,141		-
Staff Recruitment		40,635		-	183,404		-	360,140		-	256,974		-
Student Recruitment / Marketing		92,242		-	200,206		-	373,739		-	281,255		-
School Meals / Lunch		58,029		-	105,152		-	105,152		-	89,460		-
Travel (Staff)		1,615		-	1,925		-	1,925		-	1,824		-
Fundraising		-		-	-		-	-		-	-		-
Other		-		-	-		-	-		-	-		-
TOTAL SCHOOL OPERATIONS	-	506,266	-	-	1,002,425	-	-	1,476,890	-	-	1,141,178	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,425		-	11,425		-	11,425		-	11,444		-
Janitorial		46,026		-	50,319		-	50,319		-	48,957		-
Building and Land Rent / Lease / Facility Finance Interest		643,510.00		-	643,510		-	643,510		-	644,540		-
Repairs & Maintenance		62,485		-	80,148		-	101,466		-	82,578		-
Equipment / Furniture		6,033		-	6,033		-	6,033		-	6,042		-
Security		1,045		-	1,123		-	1,123		-	1,099		-
Utilities		39,995		-	41,503		-	46,049		-	37,652		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	810,519	-	-	834,061	-	-	859,925	-	-	832,312	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-	-
NET INCOME	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-

BROOKLYN DREAMS CHARTER SCHOOL													
Budget / Operating Plan													
2022-23													
	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-
Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-	-
Prior Year Actual 2021-22 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	-	685	-	-	685	-	-	685	-	-	685	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	685	-	-	685	-	-	685	-	-	685	-	-
REVENUE PER PUPIL	-	3,494	-	-	6,840	-	-	6,705	-	-	5,932	-	-
EXPENSES PER PUPIL	-	4,554	-	-	5,779	-	-	6,705	-	-	5,932	-	-

		BROOKLYN DREAMS CHARTER SCHOOL					
		Budget / Operating Plan					
		2022-23					
Total Revenue		15,734,673	15,734,673	-	15,734,673	15,734,673	
Total Expenses		15,734,663	15,734,663	-	(15,734,663)	(15,734,663)	
Net Income		10	10	-	10	10	
Actual Student Enrollment							
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES	2022-23						
Per Pupil Revenue	Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	17,266	11,705,692	11,705,692	-	11,705,692	11,705,692	
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,266	11,705,692	11,705,692	-	11,705,692	11,705,692	
Special Education Revenue		1,511,787	1,511,787	-	1,511,787	1,511,787	
Grants							
Stimulus							
DYCD (Department of Youth and Community Development)							
Other							
NYC DoE Rental Assistance							
Other		8,869	8,869	-	8,869	8,869	State Food Revenue
TOTAL REVENUE FROM STATE SOURCES		13,226,348	13,226,348	-	13,226,348	13,226,348	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		139,573	139,573	-	139,573	139,573	
Title I		327,120	327,120	-	327,120	327,120	
Title Funding - Other		194,084	194,084	-	194,084	194,084	
School Food Service (Free Lunch)		336,813	336,813	-	336,813	336,813	
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other		1,484,035	1,484,035	-	1,484,035	1,484,035	ESSER
TOTAL REVENUE FROM FEDERAL SOURCES		2,481,625	2,481,625	-	2,481,625	2,481,625	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER		26,700	26,700	-	26,700	26,700	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		26,700	26,700	-	26,700	26,700	
TOTAL REVENUE		15,734,673	15,734,673	-	15,734,673	15,734,673	

		BROOKLYN DREAMS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2022-23		
		15,734,673	15,734,673	-	15,734,673	15,734,673	
		15,734,663	15,734,663	-	(15,734,663)	(15,734,663)	
Total Revenue		15,734,673	15,734,673	-	15,734,673	15,734,673	
Total Expenses		15,734,663	15,734,663	-	(15,734,663)	(15,734,663)	
Net Income		10	10	-	10	10	
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	181,874	181,874	-	(181,874)	(181,874)	
Deans, Directors & Coordinators	4.00	433,856	433,856	-	(433,856)	(433,856)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.00	123,891	123,891	-	(123,891)	(123,891)	
TOTAL ADMINISTRATIVE STAFF	7.00	739,621	739,621	-	(739,621)	(739,621)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00	2,324,985	2,324,985	-	(2,324,985)	(2,324,985)	
Teachers - SPED	-	977,236	977,236	-	(977,236)	(977,236)	
Substitute Teachers	-	16,500	16,500	-	(16,500)	(16,500)	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	11.00	1,349,989	1,349,989	-	(1,349,989)	(1,349,989)	
Aides	5.75	155,256	155,256	-	(155,256)	(155,256)	
Therapists & Counselors	1.88	252,571	252,571	-	(252,571)	(252,571)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	46.63	5,076,537	5,076,537	-	(5,076,537)	(5,076,537)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	126,718	126,718	-	(126,718)	(126,718)	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.13	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.13	126,718	126,718	-	(126,718)	(126,718)	
SUBTOTAL PERSONNEL SERVICE COSTS	54.75	5,942,876	5,942,876	-	(5,942,876)	(5,942,876)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		441,177	441,177	-	(441,177)	(441,177)	
Fringe / Employee Benefits		763,487	763,487	-	(763,487)	(763,487)	
Retirement / Pension		122,179	122,179	-	(122,179)	(122,179)	
TOTAL PAYROLL TAXES AND BENEFITS		1,326,843	1,326,843	-	(1,326,843)	(1,326,843)	
TOTAL PERSONNEL SERVICE COSTS	54.75	7,269,719	7,269,719	-	(7,269,719)	(7,269,719)	
CONTRACTED SERVICES							
Accounting / Audit		249,607	249,607	-	(249,607)	(249,607)	
Legal		14,250	14,250	-	(14,250)	(14,250)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		249,291	249,291	-	(249,291)	(249,291)	
Titlement Services (i.e. Title I)		651	651	-	(651)	(651)	
Other Purchased / Professional / Consulting		487,569	487,569	-	(487,569)	(487,569)	
TOTAL CONTRACTED SERVICES		1,001,368	1,001,368	-	(1,001,368)	(1,001,368)	

BROOKLYN DREAMS CHARTER SCHOOL					
Budget / Operating Plan					
2022-23					
	15,734,673	15,734,673	-	15,734,673	15,734,673
Total Revenue					
Total Expenses	15,734,663	15,734,663	-	(15,734,663)	(15,734,663)
Net Income	10	10	-	10	10
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
DESCRIPTION OF ASSUMPTIONS					
SCHOOL OPERATIONS					
Board Expenses	50,000	50,000	-	(50,000)	(50,000)
Classroom / Teaching Supplies & Materials	140,835	140,835	-	(140,835)	(140,835)
Special Ed Supplies & Materials	2,380	2,380	-	(2,380)	(2,380)
Textbooks / Workbooks	192,674	192,674	-	(192,674)	(192,674)
Supplies & Materials other	220,023	220,023	-	(220,023)	(220,023)
Equipment / Furniture	294,083	294,083	-	(294,083)	(294,083)
Telephone	2,501	2,501	-	(2,501)	(2,501)
Technology	287,628	287,628	-	(287,628)	(287,628)
Student Testing & Assessment	22,004	22,004	-	(22,004)	(22,004)
Field Trips	17,476	17,476	-	(17,476)	(17,476)
Transportation (student)	-	-	-	-	-
Student Services - other	180	180	-	(180)	(180)
Office Expense	55,567	55,567	-	(55,567)	(55,567)
Staff Development	687,731	687,731	-	(687,731)	(687,731)
Staff Recruitment	841,153	841,153	-	(841,153)	(841,153)
Student Recruitment / Marketing	947,442	947,442	-	(947,442)	(947,442)
School Meals / Lunch	357,793	357,793	-	(357,793)	(357,793)
Travel (Staff)	7,289	7,289	-	(7,289)	(7,289)
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	4,126,759	4,126,759	-	(4,126,759)	(4,126,759)
FACILITY OPERATION & MAINTENANCE					
Insurance	45,719	45,719	-	(45,719)	(45,719)
Janitorial	195,621	195,621	-	(195,621)	(195,621)
Building and Land Rent / Lease / Facility Finance Interest	2,575,070	2,575,070	-	(2,575,070)	(2,575,070)
Repairs & Maintenance	326,677	326,677	-	(326,677)	(326,677)
Equipment / Furniture	24,141	24,141	-	(24,141)	(24,141)
Security	4,390	4,390	-	(4,390)	(4,390)
Utilities	165,199	165,199	-	(165,199)	(165,199)
TOTAL FACILITY OPERATION & MAINTENANCE	3,336,817	3,336,817	-	(3,336,817)	(3,336,817)
DEPRECIATION & AMORTIZATION	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	15,734,663	15,734,663	-	(15,734,663)	(15,734,663)
NET INCOME	10	10	-	10	10

		BROOKLYN DREAMS CHARTER SCHOOL				
		Budget / Operating Plan			2022-23	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue		15,734,673	15,734,673	-	15,734,673	15,734,673
Total Expenses		15,734,663	15,734,663	-	(15,734,663)	(15,734,663)
Net Income		10	10	-	10	10
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						
						DESCRIPTION OF ASSUMPTIONS

BROOKLYN DREAMS CHARTER SCHOOL														
Budget / Operating Plan														
2022-23														
	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-	15,734,673
Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-	-	15,734,673
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-	-	15,734,663
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-	10
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-	-	-
	Prior Year Actual 2021-22 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	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below}														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-	-	10
Beginning Cash Balance	-	-	-	-	(726,134)	-	-	12	-	-	16	-	-	-
ENDING CASH BALANCE	-	(726,134)	-	-	12	-	-	16	-	-	10	-	-	10

BROOKLYN DREAMS CHARTER SCHOOL					
Budget / Operating Plan					
2022-23					
	15,734,673	-	15,734,673	15,734,673	
Total Revenue	15,734,673	-	15,734,673	15,734,673	
Total Expenses	15,734,663	-	(15,734,663)	(15,734,663)	
Net Income	10	-	10	10	
Actual Student Enrollment					
	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	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	10	-	10	10	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	10	-	10	10	

**BROOKLYN DREAMS CHARTER SCHOOL
BALANCE SHEET
2022-23**

	Prior Year	Q1	Q2	Q3	Q4
	2021-22	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

2022-23

Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-

*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

REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
2022-23 Per Pupil Rate													
NYC CHANCELLOR'S OFFICE	17,626		1,761,103	-		3,490,017	-		3,393,452	-		3,061,120	-
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
ALL OTHER School Districts: (Count = 0)													
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,266		1,761,103	-		3,490,017	-		3,393,452	-		3,061,120	-
Special Education Revenue			226,768	-		453,536	-		453,536	-		377,947	-
Grants													
Stimulus													
DYCD (Department of Youth and Community Development)													
Other													
NYC DoE Rental Assistance													
Other			1,330	-		2,661	-		2,661	-		2,217	-
TOTAL REVENUE FROM STATE SOURCES			1,989,201	-		3,946,214	-		3,849,649	-		3,441,284	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			20,936	-		41,872	-		41,872	-		34,893	-
Title I			65,040	-		90,444	-		94,566	-		77,070	-
Title Funding - Other			41,011	-		52,276	-		52,276	-		48,521	-
School Food Service (Free Lunch)			50,522	-		101,044	-		101,044	-		84,203	-
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
Other			222,603	-		445,206	-		445,206	-		371,020	-
TOTAL REVENUE FROM FEDERAL SOURCES			400,112	-		730,842	-		734,964	-		615,707	-
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Erate Reimbursement													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Text Book													
OTHER			4,005	-		8,010	-		8,010	-		6,675	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			4,005	-		8,010	-		8,010	-		6,675	-
TOTAL REVENUE			2,393,318	-		4,685,066	-		4,592,623	-		4,063,666	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-

*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	-	45,465	-	45,465	-	45,465	-	45,465	-	45,479	-		
Deans, Directors & Coordinators	-	106,176	-	109,608	-	109,608	-	109,608	-	108,464	-		
CFO / Director of Finance	-		-		-		-		-		-		
Operation / Business Manager	-		-		-		-		-		-		
Administrative Staff	-	26,379	-	33,346	-	34,437	-	29,729	-				
TOTAL ADMINISTRATIVE STAFF	-	178,020	-	188,419	-	189,510	-	183,672	-				
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	580,597	-	581,571	-	581,571	-	581,246	-				
Teachers - SPED	-	244,309	-	244,309	-	244,309	-	244,309	-				
Substitute Teachers	-	2,475	-	4,950	-	4,950	-	4,125	-				
Teaching Assistants	-		-		-		-		-		-		
Specialty Teachers	-	279,969	-	366,259	-	366,259	-	337,502	-				
Aides	-	18,521	-	49,302	-	54,069	-	33,364	-				
Therapists & Counselors	-	51,382	-	69,022	-	69,022	-	63,145	-				
Other	-		-		-		-		-		-		
TOTAL INSTRUCTIONAL	-	1,177,253	-	1,315,413	-	1,320,180	-	1,263,691	-				
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	23,687	-	35,762	-	36,949	-	30,320	-				
Librarian	-		-		-		-		-		-		
Custodian	-		-		-		-		-		-		
Security	-		-		-		-		-		-		
Other	-		-		-		-		-		-		
TOTAL NON-INSTRUCTIONAL	-	23,687	-	35,762	-	36,949	-	30,320	-				
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,378,960	-	1,539,594	-	1,546,639	-	1,477,683	-				
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		106,340	-	112,305	-	112,890	-	109,642	-				
Fringe / Employee Benefits		189,054	-	191,782	-	191,803	-	190,848	-				
Retirement / Pension		29,941	-	30,859	-	31,028	-	30,351	-				
TOTAL PAYROLL TAXES AND BENEFITS		325,335	-	334,946	-	335,721	-	330,841	-				
TOTAL PERSONNEL SERVICE COSTS	-	1,704,295	-	1,874,540	-	1,882,360	-	1,808,524	-				
CONTRACTED SERVICES													
Accounting / Audit		19,503	-	56,057	-	101,494	-	72,553	-				
Legal		3,561	-	3,561	-	3,561	-	3,567	-				
Management Company Fee			-		-		-		-				
Nurse Services			-		-		-		-				
Food Service / School Lunch			-		-		-		-				
Payroll Services			-		-		-		-				
Special Ed Services		39,421	-	72,081	-	74,734	-	63,055	-				
Titlement Services (i.e. Title I)		98	-	195	-	195	-	163	-				
Other Purchased / Professional / Consulting		35,789	-	116,000	-	193,460	-	142,320	-				
TOTAL CONTRACTED SERVICES	-	98,372	-	247,894	-	373,444	-	281,658	-				

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-

*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

SCHOOL OPERATIONS												
Board Expenses		12,500	-		12,500	-		12,500	-		12,500	-
Classroom / Teaching Supplies & Materials		22,111	-		41,872	-		41,806	-		35,046	-
Special Ed Supplies & Materials		357	-		714	-		714	-		595	-
Textbooks / Workbooks		78,243	-		44,643	-		38,064	-		31,724	-
Supplies & Materials other		33,662	-		65,675	-		65,675	-		55,011	-
Equipment / Furniture		48,329	-		86,112	-		86,112	-		73,530	-
Telephone		625	-		625	-		625	-		626	-
Technology		61,869	-		76,898	-		76,898	-		71,963	-
Student Testing & Assessment		3,301	-		6,601	-		6,601	-		5,501	-
Field Trips		2,621	-		5,243	-		5,243	-		4,369	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		45	-		45	-		45	-		45	-
Office Expense		8,256	-		15,047	-		17,650	-		14,614	-
Staff Development		41,826	-		155,763	-		284,001	-		206,141	-
Staff Recruitment		40,635	-		183,404	-		360,140	-		256,974	-
Student Recruitment / Marketing		92,242	-		200,206	-		373,739	-		281,255	-
School Meals / Lunch		58,029	-		105,152	-		105,152	-		89,460	-
Travel (Staff)		1,615	-		1,925	-		1,925	-		1,824	-
Fundraising		-	-		-	-		-	-		-	-
Other		-	-		-	-		-	-		-	-
TOTAL SCHOOL OPERATIONS	-	506,266	-	-	1,002,425	-	-	1,476,890	-	-	1,141,178	-
FACILITY OPERATION & MAINTENANCE												
Insurance		11,425	-		11,425	-		11,425	-		11,444	-
Janitorial		46,026	-		50,319	-		50,319	-		48,957	-
Building and Land Rent / Lease / Facility Finance Interest		643,510	-		643,510	-		643,510	-		644,540	-
Repairs & Maintenance		62,485	-		80,148	-		101,466	-		82,578	-
Equipment / Furniture		6,033	-		6,033	-		6,033	-		6,042	-
Security		1,045	-		1,123	-		1,123	-		1,099	-
Utilities		39,995	-		41,503	-		46,049	-		37,652	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	810,519	-	-	834,061	-	-	859,925	-	-	832,312	-
DEPRECIATION & AMORTIZATION		-	-		-	-		-	-		-	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-
NET INCOME	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-

BROOKLYN DREAMS CHARTER SCHOOL												
Budget / Operating Plan												
2022-23												
Total Revenue	-	2,393,318	-	-	4,685,066	-	-	4,592,623	-	-	4,063,666	-
Total Expenses	-	3,119,452	-	-	3,958,920	-	-	4,592,619	-	-	4,063,672	-
Net Income	-	(726,134)	-	-	726,146	-	-	4	-	-	(6)	-
Actual Student Enrollment	-	685	-	-	685	-	-	685	-	-	685	-
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	685	-	-	685	-	-	685	-	-	685	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	685	-	-	685	-	-	685	-	-	685	-
REVENUE PER PUPIL	-	3,494	-	-	6,840	-	-	6,705	-	-	5,932	-
EXPENSES PER PUPIL	-	4,554	-	-	5,779	-	-	6,705	-	-	5,932	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	15,734,673	(15,734,673)	-	-	15,734,673	(15,734,673)	-	-
Total Expenses	-	-	-	15,734,663	15,734,663	-	-	15,734,663	15,734,663	-	-
Net Income	-	-	-	10	(10)	-	-	10	(10)	-	-
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

	2022-23 Per Pupil Rate	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
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue												
NYC CHANCELLOR'S OFFICE	17,626	-	-	-	11,705,692	(11,705,692)	-	-	11,705,692	(11,705,692)	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)		-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,266	-	-	-	11,705,692	(11,705,692)	-	-	11,705,692	(11,705,692)	-	-
Special Education Revenue		-	-	-	1,511,787	(1,511,787)	-	-	1,511,787	(1,511,787)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	8,869	(8,869)	-	-	8,869	(8,869)	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	13,226,348	(13,226,348)	-	-	13,226,348	(13,226,348)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	139,573	(139,573)	-	-	139,573	(139,573)	-	-
Title I		-	-	-	327,120	(327,120)	-	-	327,120	(327,120)	-	-
Title Funding - Other		-	-	-	194,084	(194,084)	-	-	194,084	(194,084)	-	-
School Food Service (Free Lunch)		-	-	-	336,813	(336,813)	-	-	336,813	(336,813)	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	1,484,035	(1,484,035)	-	-	1,484,035	(1,484,035)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	2,481,625	(2,481,625)	-	-	2,481,625	(2,481,625)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	26,700	(26,700)	-	-	26,700	(26,700)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	26,700	(26,700)	-	-	26,700	(26,700)	-	-
TOTAL REVENUE		-	-	-	15,734,673	(15,734,673)	-	-	15,734,673	(15,734,673)	-	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	15,734,673	(15,734,673)	-	-	15,734,673	(15,734,673)	-	-
Total Expenses	-	-	-	15,734,663	15,734,663	-	-	15,734,663	15,734,663	-	-
Net Income	-	-	-	10	(10)	-	-	10	(10)	-	-
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	-	-	-	181,874	181,874	-	-	181,874	181,874	-	-
Deans, Directors & Coordinators	-	-	-	433,856	433,856	-	-	433,856	433,856	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	123,891	123,891	-	-	123,891	123,891	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	739,621	739,621	-	-	739,621	739,621	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,324,985	2,324,985	-	-	2,324,985	2,324,985	-	-
Teachers - SPED	-	-	-	977,236	977,236	-	-	977,236	977,236	-	-
Substitute Teachers	-	-	-	16,500	16,500	-	-	16,500	16,500	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	1,349,989	1,349,989	-	-	1,349,989	1,349,989	-	-
Aides	-	-	-	155,256	155,256	-	-	155,256	155,256	-	-
Therapists & Counselors	-	-	-	252,571	252,571	-	-	252,571	252,571	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	5,076,537	5,076,537	-	-	5,076,537	5,076,537	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	126,718	126,718	-	-	126,718	126,718	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	126,718	126,718	-	-	126,718	126,718	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	5,942,876	5,942,876	-	-	5,942,876	5,942,876	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	441,177	441,177	-	-	441,177	441,177	-	-
Fringe / Employee Benefits	-	-	-	763,487	763,487	-	-	763,487	763,487	-	-
Retirement / Pension	-	-	-	122,179	122,179	-	-	122,179	122,179	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,326,843	1,326,843	-	-	1,326,843	1,326,843	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	7,269,719	7,269,719	-	-	7,269,719	7,269,719	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	249,607	249,607	-	-	249,607	249,607	-	-
Legal	-	-	-	14,250	14,250	-	-	14,250	14,250	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	249,291	249,291	-	-	249,291	249,291	-	-
Titlement Services (i.e. Title I)	-	-	-	651	651	-	-	651	651	-	-
Other Purchased / Professional / Consulting	-	-	-	487,569	487,569	-	-	487,569	487,569	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,001,368	1,001,368	-	-	1,001,368	1,001,368	-	-

BROOKLYN DREAMS CHARTER SCHOOL
Budget / Operating Plan

2022-23

Total Revenue	-	-	-	15,734,673	(15,734,673)	-	-	15,734,673	(15,734,673)	-	-
Total Expenses	-	-	-	15,734,663	15,734,663	-	-	15,734,663	15,734,663	-	-
Net Income	-	-	-	10	(10)	-	-	10	(10)	-	-
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	-	-	-	140,835	140,835	-	-	140,835	140,835	-	-
Special Ed Supplies & Materials	-	-	-	2,380	2,380	-	-	2,380	2,380	-	-
Textbooks / Workbooks	-	-	-	192,674	192,674	-	-	192,674	192,674	-	-
Supplies & Materials other	-	-	-	220,023	220,023	-	-	220,023	220,023	-	-
Equipment / Furniture	-	-	-	294,083	294,083	-	-	294,083	294,083	-	-
Telephone	-	-	-	2,501	2,501	-	-	2,501	2,501	-	-
Technology	-	-	-	287,628	287,628	-	-	287,628	287,628	-	-
Student Testing & Assessment	-	-	-	22,004	22,004	-	-	22,004	22,004	-	-
Field Trips	-	-	-	17,476	17,476	-	-	17,476	17,476	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	180	180	-	-	180	180	-	-
Office Expense	-	-	-	55,567	55,567	-	-	55,567	55,567	-	-
Staff Development	-	-	-	687,731	687,731	-	-	687,731	687,731	-	-
Staff Recruitment	-	-	-	841,153	841,153	-	-	841,153	841,153	-	-
Student Recruitment / Marketing	-	-	-	947,442	947,442	-	-	947,442	947,442	-	-
School Meals / Lunch	-	-	-	357,793	357,793	-	-	357,793	357,793	-	-
Travel (Staff)	-	-	-	7,289	7,289	-	-	7,289	7,289	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	4,126,759	4,126,759	-	-	4,126,759	4,126,759	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	45,719	45,719	-	-	45,719	45,719	-	-
Janitorial	-	-	-	195,621	195,621	-	-	195,621	195,621	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	2,575,070	2,575,070	-	-	2,575,070	2,575,070	-	-
Repairs & Maintenance	-	-	-	326,677	326,677	-	-	326,677	326,677	-	-
Equipment / Furniture	-	-	-	24,141	24,141	-	-	24,141	24,141	-	-
Security	-	-	-	4,390	4,390	-	-	4,390	4,390	-	-
Utilities	-	-	-	165,199	165,199	-	-	165,199	165,199	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	3,336,817	3,336,817	-	-	3,336,817	3,336,817	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	15,734,663	15,734,663	-	-	15,734,663	15,734,663	-	-
NET INCOME	-	-	-	10	(10)	-	-	10	(10)	-	-

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	15,734,673	(15,734,673)	-	-	15,734,673	(15,734,673)	-	-
Total Expenses	-	-	-	15,734,663	15,734,663	-	-	15,734,663	15,734,663	-	-
Net Income	-	-	-	10	(10)	-	-	10	(10)	-	-
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 / Actual CY Quarters)	Actual CY vs. Actual PY
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	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
NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
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
2022-23

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**

SUNY Charter Schools Institute
2022-23 Budget Narrative

Education Corporation Name: Brooklyn Dreams

Fiscal Contact:

Date: 6/27/2022

Name Michael Nagy

Budget Period: FY 2022-2023

Email mnagy@nhaschools.com

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

The budget was developed assuming that per pupil state funding will remain flat for the school. In addition, there is an additional layer of protection for the school due to the nature of the Services Agreement between the school and National Heritage Academies (NHA). The school partners with NHA to operate the school's operational and academic program. With this arrangement, in return for all of the school's revenue NHA will operate the program that complies with all state and federal laws and is aligned with the Charter Agreement the school has with the authorizer. NHA pays for all of the costs associated with operating the school including all labor, supplies and materials, and facility costs. If the revenue that the school receives and passes along to NHA is not enough to cover the costs of the program, NHA is still obligated to continue to operate the program based on the Board's expectations and approved budgets. If revenues are not enough to cover the cost of the program, NHA will make a financial contribution to the school as a separate revenue source. This is a contribution to the school, and not a loan. Due to this arrangement, there is an expectation that we will not be cutting direct school costs should revenue estimates fall short of budget.

2. How much of the education corporation's ESSER funds have been spent to date? How much does the education corporation plan to spend in the 2022-23 school year?

Brooklyn Dreams has spent approximately \$912,458.55 of all ESSER funds prior to the fiscal year closing. The school plans to spend approximately \$1,163,060.81 in ESSER funds in the 22-23 school year.

3. How has the education corporation ensures sustainability of any programming enacted through the use of ESSER funding once the ESSER funding period ends?

The LEA will consider moving necessary interventions and supports to other COVID grants and or federal grant funding sources based on data analysis, stakeholder input and available funding.

Brooklyn Dreams Charter School



**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2021-22 Accountability Progress Report on behalf of the charter 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	Finance, Audit/Compliance
Joanne Oplustil	Trustee	n/a
Michele Morais-Weekes	Trustee	Education
Orpheus Williams	Trustee	Education
Randal Jean-Baptiste	Trustee	Finance
Richard Conti	Trustee	Audit/Compliance
Troy Mattila	Trustee	Education

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 2021-22 school year, we served 648 students in grades K-8, of whom 84 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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

purposefully 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 past two years have given our school historic challenges as we have faced the COVID-19 pandemic. In response to these challenges, we have innovated, shaping new ideas to ensure students continue to receive a high-quality education. Many of our innovations and tools can continue to have value long after the current problems ease. While the 2021-2022 school year saw a gradual return to a more normal school year, the effects of the pandemic lingered.

As we began the 2021-2022 school year, we updated our practices and procedures to address the changing needs and challenges we were facing because of the pandemic. We also focused on what we learned throughout the 2020-2021 school year. We learned that secondary transmissions are rare in school settings, and which mitigations strategies work best in our school to help reduce the transmission of COVID-19. Data taught us that our in-person learners learned more and had a much greater likelihood of testing proficient. Therefore, the school chose to prioritize in-person learning while remaining prepared to adjust course if the need should arise. In anticipation of possible interruptions to in-person instruction, our management partner, National Heritage Academies (NHA), provided a Chromebook or laptop device to each student. This investment in technology was made to ensure a seamless transition between learning environments if necessary.

Traumatic experiences like COVID-19 can impact learning, behavior, and relationships at school. Research clearly indicates that a traumatic experience in childhood can diminish concentration, memory, and the development of language that children need to be successful at school. The COVID-19 pandemic is not only affecting children's physical health and academic experience but also taking a deep emotional toll. We believe children's well-being comes first, and that young people, like adults, learn best when they are happy, safe, calm, and cared for properly.

NHA's Leadership Summit, held during the summer, included general sessions for all school leaders focusing on social and emotional safety and health. There were three additional breakout options: Culturally Relevant Instruction: Focusing on Cultural Awareness of School Leaders. This session focused on developing leaders' awareness and greater understanding of their community to meet the specific needs of their school through Culturally Relevant Instructional practices. Additional breakout sessions included ones titled Emotional Intelligence, Leading in Complex Times, and Behave with Care, as well as Empathic Leadership. Each of these breakout sessions focused on developing our leaders' social and emotional competence to ensure healthy and effective ways of thinking, relating, and problem-solving.

Building leaders are provided with a menu of effective curricular tool and resource options that will help address the social and emotional well-being of students and staff in our schools. These options are evidence-based programs that are in alignment with the CASEL Framework and can be used to meet the needs of their school community.

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
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
2021-22	57	56	63	73	70	75	89	89	76					648

GOAL 1: 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. Our curriculum is not only aligned to the research but is also inclusive of all necessary materials for teachers and students.

NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

Our ELA curriculum is an NHA-developed balanced literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms. Our school received new books, unit plans, and lesson plans created by NHA's C&I team to execute Balanced Literacy. Balanced means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also balancing the teaching approach of I do, we do, you do.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. This professional development addresses content

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

knowledge (understanding the standards), curriculum knowledge (understanding the curriculum), and pedagogical content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	65	1	0	0	1	67
4	63	1	0	0	3	67
5	67	0	1	2	3	73
6	83	1	2	2	3	91
7	75	1	1	1	0	78
8	65	4	0	0	1	70
All	418	8	4	4	9	443

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In 2021-22, 44% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. This is less than 75%, therefore, this goal was not met. Students in 6th through 8th grade had the greatest performance.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40%	65	40%	52
4	37%	63	33%	45
5	25%	67	24%	51
6	54%	83	51%	55
7	53%	75	51%	65
8	63%	65	62%	47
All	46%	418	44%	315

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In 2021-22, 44% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. Students in 6th through 8th grade had the greatest performance. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40%	52		
4	33%	45		
5	24%	51	Pending release of data	
6	51%	55		
7	51%	65		
8	62%	47		
All	44%	315		

ADDITIONAL EVIDENCE

In 2018-19, returning students at Brooklyn Dreams met the performance of their local district.

In 2020-21, participation on the state test was extremely low at Brooklyn Dreams and their local district, and therefore is not an adequate representation of student performance as a whole or compared to the local district.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	27%	14%

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	46%	56%	58%	67%	40%	
4	41%	53%	33%	73%	33%	
5	52%	41%	28%	51%	24%	Pending release of data
6	58%	50%	61%	59%	51%	
7	58%	43%	64%	55%	51%	
8	46%	55%	72%	62%	62%	
All	50%	50%	54%	63%	44%	

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2021-22, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Dreams was 156% in reading. Therefore, **this goal was met**, exceeding the target by 56 percentage points. Additionally, this goal was exceeded at every grade level.

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	123%	53
4	174%	47
5	166%	53
6	144%	68
7	261%	58
8	117%	53
All	156%	332

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Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2021-22, from fall to spring, the median percent progress toward Annual Typical Growth of students at Brooklyn Dreams who were two or more grade levels below in the fall was 174% in reading. Therefore, **this goal was met**, exceeding the target by 64 percentage points. Additionally, the goal was met at each grade level.

End of Year Growth on 2021-22 i-Ready ELA Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	114%	31
4	178%	23
5	175%	35
6	163%	44
7	282%	37
8	189%	29
All	174%	199

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 130% in reading. Therefore, **this goal was not met**, falling short of the target (165%) by 35 percentage points. At the grade level, this goal was met in sixth through eighth grade.

By Students with Disabilities

Grades	SWD		General Education	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	75%	16	136%	43
4	133%	8	178%	43
5	119%	11	175%	49
6	188%	12	137%	59
7	279%	14	252%	52
8	133%	13	108%	46
All	130%	74	165%	292

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.

In the Spring of 2021-22, 20% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Dreams scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore **the goal was not met**. Students in eighth grade showed the most positive results.

End of Year Performance on 2021-22 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	22%	65	20%	52
4	23%	57	20%	42
5	9%	66	8%	50
6	24%	80	23%	56
7	23%	73	22%	63
8	23%	61	25%	49
All	21%	402	20%	312

2021-22 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	332	156%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	199	174%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	165%	74	130%	No

³ 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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	312	20%	No
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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2021-2022, Buffalo United did not meet its Absolute or Additional ELA measure. The school is still waiting on the release of public data to determine if it met the Comparative measure. While it did not meet these, the school did meet two of its four i-Ready internal measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Yet Measurable
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

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 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.

subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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- 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 was 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.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

Brooklyn Dreams believes exemplary teaching and learning of mathematics allows all stakeholders to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem-solving skills that can be transferred to real life decision making. We believe that every person is a math person!

We believe that what we teach students in our math classrooms has huge implications on student learning, how students develop positive math identities, and the way they think about learning mathematics. Our lessons focus largely on the process students use to solve problems, rather than just getting the “answer” to the problem. We prioritize student generated methods and student thinking and reasoning. Students work with real contexts, problems, situations, and models so they are able to build understanding of the mathematical concepts on their own before they are introduced to formal rules and procedures. High quality tasks allow students to move through the Concrete – Pictorial – Abstract (CPA) framework. Students first solve problems handling physical (concrete) objects. Next, they make mental connections between the physical objects and pictures or diagrams that represent those items. Finally, students use abstract symbols to model problems.

Our math curriculum relies on curricular tools including Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies. NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

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breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	63	2	0	0	1	66
4	62	1	0	1	0	64
5	67	0	0	2	2	71
6	84	2	0	2	2	90
7	74	1	0	3	0	78
8	56	3	0	0	12	71
All	406	9	0	8	17	440

RESULTS AND EVALUATION

In 2021-22, 32% of students enrolled in at least their second year achieved proficiency on the New York State math exam. This is less than 75%, therefore, this goal was not met. Students in 3rd & 4th grade had the highest performance.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40%	63	44%	50
4	39%	62	44%	45
5	28%	67	24%	51
6	32%	84	27%	55
7	27%	74	25%	64
8	29%	56	28%	39
All	32%	406	32%	304

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

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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

In 2021-22, 32% of students enrolled in at least their second year achieved proficiency on the New York State math exam. Students in 3rd & 4th grade had the highest performance. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44%	50		
4	44%	45		
5	24%	51	Pending release of data	
6	27%	55		
7	25%	64		
8	28%	39		
All	32%	304		

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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ADDITIONAL EVIDENCE

In 2020-21, participation on the state test was extremely low at Brooklyn Dreams and their local district, and therefore is not an adequate representation of student performance as a whole or compared to the local district.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	21%	14%

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	54%	58%	48%	65%	44%	
4	38%	54%	22%	56%	44%	
5	53%	50%	13%	47%	24%	Pending release of data
6	51%	43%	25%	42%	27%	
7	21%	40%	43%	48%	25%	
8	54%	41%	67%	30%	28%	
All	45%	49%	35%	52%	32%	

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

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INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 126% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, this was met in every grade level.

End of Year Growth on 2021-22 i-Ready Math Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	88%	49
4	109%	41
5	128%	50
6	157%	56
7	208%	61
8	156%	48
All	126%	251

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 139% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, the goal was met in every grade level, with the exception of third grade.

End of Year Growth on 2021-22 i-Ready Math Assessment
By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	77%	32
4	135%	28
5	133%	35
6	127%	33
7	254%	41
8	175%	23
All	139%	192

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 124% in math. Therefore, **this goal was not met**, falling short of the target (126%) by only two percentage points. At the grade level, this goal was met in third, fourth, sixth, and seventh grade.

By Students with Disabilities

Grades	SWD		General Education	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	105%	14	82%	43
4	139%	8	109%	41
5	108%	12	142%	48
6	157%	12	154%	56
7	246%	16	200%	53
8	124%	12	181%	44
All	124%	74	126%	285

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.

In the Spring of 2021-22, 11% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore **the goal was not met**. Students in eighth grade showed the most positive results.

End of Year Performance on 2021-22 i-Ready Math Assessment

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	8%	62	10%	50
4	12%	57	15%	42
5	15%	67	12%	51
6	20%	80	7%	56
7	11%	74	10%	64
8	19%	62	16%	50
All	14%	402	11%	313

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2021-22 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	251	126%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	192	139%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	126%	74	124%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	313	11%	No

⁶ 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, homeless students, etc.), please explain the rationale in the narrative section

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

In 2021-2022, Brooklyn Excelsior did not meet its absolute measure. The school is still waiting on the release of public data to determine if it has met the comparative measure. While it did not meet these goals, the school did meet two of its four i-Ready internal measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Yet Measurable
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

The school's math curriculum will rely on Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

- 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

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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.
- For the upcoming school year, we have rearranged the grade 3-5 math block. Our new block for the 2022-2023 school will now start with fluency development where teachers will focus on a Number Corner activity or a Math Story. Through our weekly instructional planning guides, we will help teachers know what to do and where to focus each day. Then, teachers will have a dedicated block of time to focus on the concept of the day through the Bridges session. The block will end with students practicing the skills they are learning through activities and workplaces. This will now be a more defined portion of the block where teachers can infuse small group instruction and intervention.
- We are also embedding high quality instructional practices right into google slide decks for each Bridges lesson. These will help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks can help them find success from day one, and for our more experienced teachers, these decks can serve as a starting point for them to dig in and make the lesson their own.

GOAL 3: 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. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school’s science curriculum.

We base science instruction on the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate), which provides students with concrete, hands-on opportunities to learn about new ideas. Our students use various modalities to help support their understanding and application of key science and engineering concepts and skills. Grades K-2 use Picture Perfect and grades 3-8 use Stemscopes for curricular tools.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2021-22, 54% of students enrolled in at least their second year achieved proficiency on the New York State science exam. This is below 75%, therefore the goal was not met. At the grade level, fourth grade showed the greatest performance.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	69%	42
8	36%	36
All	54%	78

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	NA	NA	NA
8	2018-19	Living Environment	71%	24
8	2021-22	NA	NA	NA

In 2018-19, students enrolled in at least their second year in 4th grade exceeded the goal by six percentage points. In 2020-21, participation (14%) was too low to be an adequate representation of student performance.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2018-19		2020-21		2021-22	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	81%	58	67%	12	69%	42
8	3.80%	26	20%	5	36%	36
All	57%	84	53%	17	54%	78

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2021-22, 54 percent of fourth and eighth grade students at the school achieved proficiency on the New York State science exam. Based on these results, the goal was not met, and 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: 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 2021-2022, Brooklyn Dreams was in Good Standing and therefore met their ESSA Goal.

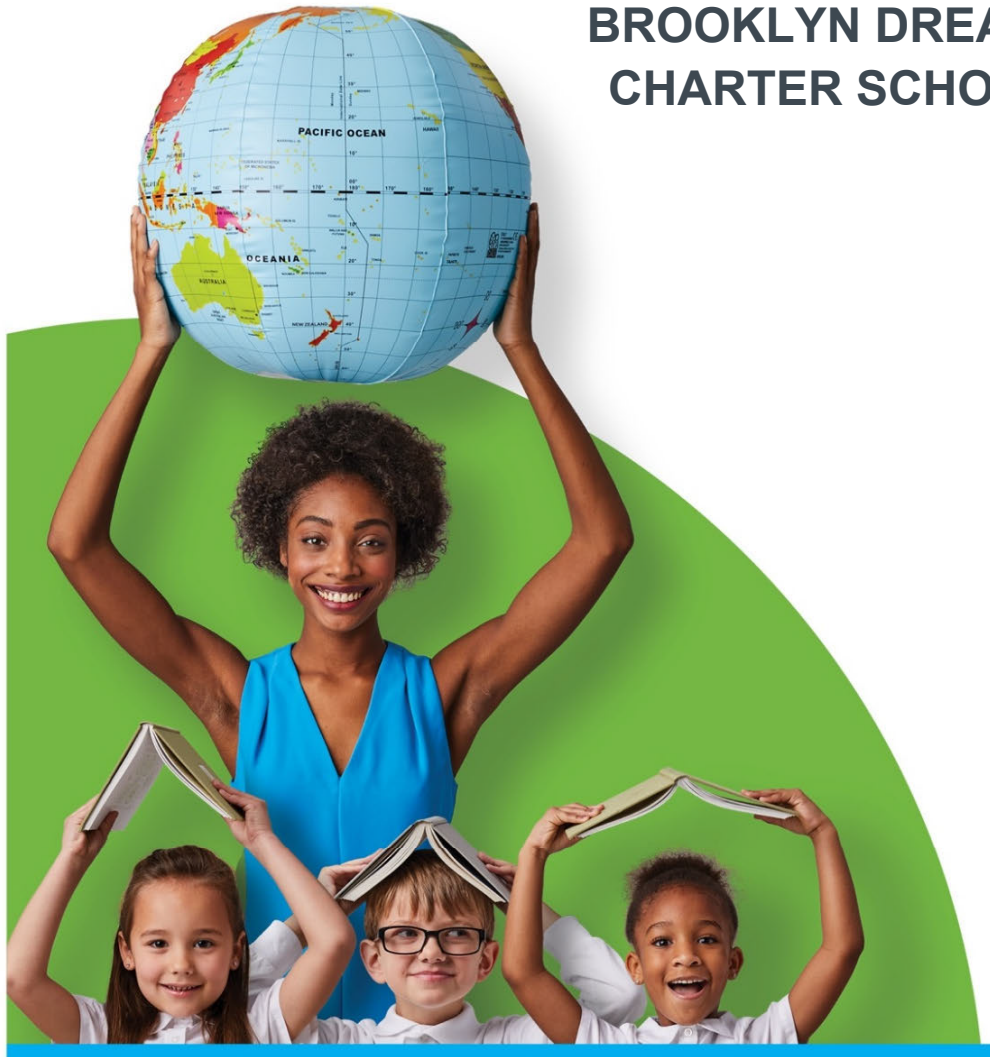
ADDITIONAL EVIDENCE

Brooklyn Dreams has been in Good standing since 2018-2019.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

BROOKLYN DREAMS CHARTER SCHOOL



Financial Statements, Supplementary
Information, and Uniform Guidance Schedules
as of and for the Year Ended June 30, 2022,
and Independent Auditors' Reports

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BROOKLYN DREAMS CHARTER SCHOOL

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Independent Auditors' Report

Board of Trustees
Brooklyn Dreams Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Brooklyn Dreams Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and change in net assets without donor restriction, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Dreams Charter School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Brooklyn Dreams Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Brooklyn Dreams Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Brooklyn Dreams Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Brooklyn Dreams Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of functional expenses for the year ended June 30, 2022 on page 13 is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 14 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 25, 2023, on our consideration of Brooklyn Dreams Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Brooklyn Dreams Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Dreams Charter School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
January 25, 2023

BROOKLYN DREAMS CHARTER SCHOOL

**STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022**

ASSETS

CURRENT ASSETS

Cash	\$	162,462
Due from governmental revenue sources		<u>525,909</u>

Total Current Assets 688,371

NON-CURRENT ASSETS

Restricted cash		<u>76,969</u>
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TOTAL \$ 765,340

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Deferred revenue	\$	217,230
Accounts payable		100
Contracted service fee payable		<u>172,130</u>

Total Liabilities 389,460

NET ASSETS

Net Assets, without donor restriction		<u>375,880</u>
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TOTAL \$ 765,340

BROOKLYN DREAMS CHARTER SCHOOL

**STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION
YEAR ENDED JUNE 30, 2022**

REVENUES, GAINS AND OTHER SUPPORT

Public School District

Resident Student Enrollment	\$ 10,472,603
Students with Disabilities	1,230,111

Grants and Contracts

Federal grants	1,399,536
Federal IDEA	139,573
Other	<u>76,237</u>

Total Revenues, Gains and Other Support	<u>13,318,060</u>
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EXPENSES

Contracted service fee	13,053,855
Board funds	13,895
Depreciation	<u>676</u>

Total Expenses	<u>13,068,426</u>
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CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	249,634
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NET ASSETS, WITHOUT DONOR RESTRICTION

Beginning of year	<u>126,246</u>
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End of year	<u><u>\$ 375,880</u></u>
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BROOKLYN DREAMS CHARTER SCHOOL

**STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	Program Services	Management and General	Fundraising	Total
Contracted Service Fee				
Total personnel services costs	\$ 5,356,999	\$ -	\$ -	\$ 5,356,999
Fringe benefits and payroll taxes	917,537	-	-	917,537
Retirement	100,935	-	-	100,935
Legal service	46,700	-	-	46,700
Accounting / Audit services	35,004	157,424	-	192,428
Other purchased / Professional / Consulting services	615,259	550,007	-	1,165,266
Building and land rent / Lease	2,514,684	-	-	2,514,684
Repairs and maintenance	367,781	31,983	-	399,764
Insurance	45,961	-	-	45,961
Utilities	134,691	-	-	134,691
Supplies / Materials	294,128	-	-	294,128
Equipment / Furnishings	153,400	-	-	153,400
Staff Development	26,766	-	-	26,766
Marketing / Recruitment	224,252	321,412	-	545,664
Technology	106,743	267,667	-	374,410
Food Service	317,438	-	-	317,438
Student services	87,635	276,047	-	363,682
Office expense	47,678	5,724	-	53,402
Other	50,000	-	-	50,000
Total Contracted Service Fee	11,443,591	1,610,264	-	13,053,855
Board Funds	13,895	-	-	13,895
Depreciation	676	-	-	676
Total Expenses	\$ 11,458,162	\$ 1,610,264	\$ -	\$ 13,068,426

See notes to financial statements

BROOKLYN DREAMS CHARTER SCHOOL

STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

CASH FLOWS FROM OPERATING ACTIVITIES	
State aid	\$ 11,768,458
Other state sources	5,706
Federal sources	1,777,360
Private sources	65,339
Payments for services rendered	<u>(13,580,884)</u>
Net Cash Provided by Operating Activities	35,979
Beginning of year	<u>203,452</u>
End of year	<u>\$ 239,431</u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in net assets	\$ 249,634
Depreciation	676
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Due from governmental revenue sources	115,599
Accounts payable	100
Deferred revenue	183,204
Contracted service fee payable	<u>(513,234)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 35,979</u>

BROOKLYN DREAMS CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022

1. NATURE OF OPERATIONS

Brooklyn Dreams Charter School (the “School”) is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter School Institute, which is responsible for oversight of the School’s operations. The charter expires June 30, 2023 and is subject to renewal. Management believes the charter will be renewed in the ordinary course of business. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School’s primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts. The state revenue is recognized ratably over the school year and was funded through payments from July 2021 through May 2022 for the year ended June 30, 2022.

The Board of Trustees of the School has entered into a management agreement (the “agreement”) with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources and NHA pays the Board of Trustees an amount equal to the lesser of two percent of state per pupil aid or \$50,000. These funds are property of the School and may be used by the School at the discretion of the board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared in accordance with Section 2851 of the Education Law of the State of New York which requires such statements to be prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations.

BROOKLYN DREAMS CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Restricted Cash – Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statement of financial position to the amounts presented in the statement of cash flows at June 30, 2022:

Cash	\$	162,462
Restricted cash		76,969
	\$	<u>239,431</u>

Deferred Revenue — Deferred revenue as of June 30, 2022 consists of funds received for services which have not yet been performed.

Contracted Service Fee Payable — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Net Assets — Are presented as follows:

- *Net assets without donor restriction* – Net assets which are not subject to donor imposed or governmental stipulations.
- *Net assets with donor restriction* – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restriction if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restriction are reclassified to net assets without donor restriction and reported in the statement of activities and change in net assets without donor restriction as net assets released from restrictions. The School had no net assets with donor restriction at June 30, 2022.

BROOKLYN DREAMS CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in net assets without donor restriction unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restriction. Other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of net assets with donor restriction that are temporary in nature (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

Accordingly, no provision for federal income taxes has been made.

Functional Expense Allocation — The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty of Income Taxes — The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2019.

3. LIQUIDITY

The School had \$688,371 of financial assets available within one year of the statement of financial position date to meet cash needs for general expenditures consisting of cash of \$162,462 and amounts due from governmental revenue sources of \$525,909 at June 30, 2022. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the statement of financial position date.

BROOKLYN DREAMS CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022

3. LIQUIDITY *(continued)*

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$2,178,000 at June 30, 2022.

While the School does not currently carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required make contributions to the School if the School's expenditures exceed the School's revenue during the year. The School will continue to rely on funding received from The New York City Department of Education to cover its future operating costs (see Note 7).

4. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2022, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

5. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

6. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2021 through June 30, 2022. Annual rental payments required by the lease were \$2,354,748 payable in twelve monthly payments of \$196,229. Building and land rent, and lease for the year ended June 30, 2022 was \$2,514,684. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the School or NHA. The School subsequently renewed the sublease with NHA for the period of July 1, 2022 through June 30, 2023 at the same rental rate. The lease agreement can be cancelled upon termination of the NHA services agreement.

7. CONCENTRATION OF REVENUE AND SUPPORT

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the year ended June 30, 2022, the School received approximately 88% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

BROOKLYN DREAMS CHARTER SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2022**

8. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2022, have been evaluated through January 25, 2023, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

9. RISKS AND UNCERTAINTIES

The School's operations and financial performance may be affected by the COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

* * * * *

Brooklyn Dreams Charter School

Supplementary Information

June 30, 2022

BROOKLYN DREAMS CHARTER SCHOOL

**SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

		Program Services			Supporting Services			Total	
		Regular Education	Special Education	Other Education	Fundraising	Management and General	Total		
Personnel Services Costs									
Administrative Staff Personnel	9	\$ 725,929	\$ -	\$ -	\$ 725,929	\$ -	\$ -	\$ -	\$ 725,929
Instructional Personnel	55	3,713,573	831,747	-	4,545,320	-	-	-	4,545,320
Non-Instructional Personnel	2	95,341	-	-	95,341	-	-	-	95,341
Total personnel services costs	66	4,534,843	831,747	-	5,366,590	-	-	-	5,366,590
Fringe benefits and payroll taxes		769,996	147,541	-	917,537	-	-	-	917,537
Retirement		81,392	19,543	-	100,935	-	-	-	100,935
Legal service		46,700	-	-	46,700	-	-	-	46,700
Accounting / Audit services		35,004	-	-	35,004	-	157,424	157,424	192,428
Other Purchased / Professional / Consulting services		393,721	224,588	-	618,309	-	550,007	550,007	1,168,316
Building and land rent / Lease		1,992,887	521,797	-	2,514,684	-	-	-	2,514,684
Repairs & Maintenance		291,466	76,315	-	367,781	-	31,983	31,983	399,764
Insurance		36,424	9,537	-	45,961	-	-	-	45,961
Utilities		106,743	27,948	-	134,691	-	-	-	134,691
Supplies / Materials		294,128	-	-	294,128	-	-	-	294,128
Equipment / Furnishings		121,570	31,830	-	153,400	-	-	-	153,400
Staff development		27,420	500	-	27,920	-	-	-	27,920
Marketing / Recruitment		224,352	-	-	224,352	-	321,412	321,412	545,764
Technology		73,160	33,583	-	106,743	-	267,667	267,667	374,410
Food service		317,438	-	-	317,438	-	-	-	317,438
Student services		87,635	-	-	87,635	-	276,047	276,047	363,682
Office expense		47,678	-	-	47,678	-	5,724	5,724	53,402
Depreciation		676	-	-	676	-	-	-	676
Other		50,000	-	-	50,000	-	-	-	50,000
Total Expenses		<u>\$ 9,533,233</u>	<u>\$ 1,924,929</u>	<u>\$ -</u>	<u>\$11,458,162</u>	<u>\$ -</u>	<u>\$ 1,610,264</u>	<u>\$ 1,610,264</u>	<u>\$ 13,068,426</u>

See independent auditor's report

Brooklyn Dreams Charter School

Uniform Guidance
Schedules and Reports

June 30, 2022

Brooklyn Dreams Charter School

Schedule of Expenditures of Federal Awards Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
<u>U.S. Department of Agriculture</u>				
Pass-Through New York State Education Department: Covid-19 - Pandemic EBT Administrative Costs	10.649	210980	\$ -	\$ 676
Pass-Through New York State Education Department: <i>Child Nutrition Cluster:</i>				
School Breakfast Program	10.553	221970	-	115,988
National School Lunch Program	10.555	221960	-	326,727
Total Child Nutrition Cluster			-	442,715
Total U.S. Department of Agriculture			-	443,391
<u>U.S. Department of Education</u>				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-21-4765	-	57,110
Title I Grants to Local Educational Agencies	84.010	0021-22-4765	-	287,092
			-	344,202
English Language Acquisition State Grants	84.365	0293-21-4765	-	12,409
English Language Acquisition State Grants	84.365	0293-22-4765	-	565
			-	12,974
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4765	-	49,244
			-	49,244
Student Support and Academic Enrichment Program	84.424	0204-21-4765	-	27,898
Student Support and Academic Enrichment Program	84.424	0204-22-4765	-	2,772
			-	30,670
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-4765	-	15,585
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4765	-	376,258
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4765	-	127,212
			-	519,055
Total U.S. Department of Education			-	956,145
Total Expenditures of Federal Awards			\$ -	\$ 1,399,536

See independent auditors' report and notes to schedule of expenditures of federal awards

Brooklyn Dreams Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

1. **Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Brooklyn Dreams Charter School (the "School"), under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. **Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. **Indirect Cost Rate**

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

Independent Auditors' Report

**Board of Trustees
Brooklyn Dreams Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brooklyn Dreams Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and change in net assets without donor restriction, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 25, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2022-001 that we consider to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the finding identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
January 25, 2023



Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

**Board of Trustees
Brooklyn Dreams Charter School**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Brooklyn Dreams Charter School's (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
January 25, 2023

Brooklyn Dreams Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2022

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? _____ yes X no

Significant deficiency(ies) identified? X yes _____ none reported

Noncompliance material to the financial statements noted? _____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified? _____ yes X no

Significant deficiency(ies) identified? _____ yes X none reported

Type of auditors' report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes X no

Identification of major federal programs:

<u>Federal Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.367	Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)
84.425D	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund
84.425D	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II
84.425U	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? _____ yes X no

Brooklyn Dreams Charter School

Schedule of Findings and Questioned Costs (*continued*)
Year Ended June 30, 2022

Section II – Financial Statement Findings

2022-001- General Ledger Maintenance and Account Analysis

Criteria

An effective financial closing process provides the School with accurate and timely financial statements. All significant accounts should be reconciled timely and regularly to ensure that financial records are accurate and to facilitate the preparation of financial statements at year end.

Condition

Account analysis schedules were not fully reconciled and supported by all the backup documentation. Improvements are needed in the financial statement closing process to address the accuracy and timeliness of the School's year-end financial reporting.

Cause

The finance department experienced significant turnover and was understaffed during the time of audit fieldwork.

Effect

The School's system of internal control is not effective for managing its resources and resulted in difficulties with meeting external deadlines for submission of the audited financial statements.

Recommendation

We recommend that the School assess the adequacy of resources in the finance department in relation to its periodic and year end reporting responsibilities. The School may consider an increased level of financial analysis of significant accounts on a regular basis, as well as providing additional support to the finance department in the area of financial reporting.

Views of Responsible Officials

See management corrective action plan in Appendix A.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no findings in the prior year.



Brooklyn Dreams Charter School

June 30, 2022

Corrective Action Plan

Finding Number: 2022-001

Condition: Account analysis schedules were not fully reconciled and supported by all the backup documentation. Improvements are needed in the financial statement closing process to address the accuracy and timeliness of the School's year-end financial reporting.

Planned Corrective Action: The School's audit was delayed due to turnover and staffing issues within NHA's audit function as well as the substantial amount of single audit testing that was required as a result of the ESSER grants. NHA is now fully staffed and equipped to handle the additional compliance testing and will continue to provide resources in this area to prevent delays in the future.

Contact person responsible for corrective action: Bob Owen

Anticipated Completion Date: 4/30/2023

Brooklyn Dreams Charter School

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2022

Board of Trustees
Brooklyn Dreams Charter School

In planning and performing our audit of the financial statements of Brooklyn Dreams Charter School (the "School") as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a deficiency in internal control that we consider to be a significant deficiency.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiency in the School's internal control presented in Addendum A to be a significant deficiency.

We have other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency, presented in Addendum B to this letter.

This communication is intended solely for the information and use of management, the Board of Trustees, federal, state, and local awarding agencies, The Charter Schools Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
January 25, 2023

Addendum A

Deficiencies in Internal Control that We Consider to be Significant Deficiencies

1. General Ledger Maintenance and Account Analysis

During our audit we noted account analysis schedules were not fully reconciled and supported by all the backup documentation. Improvements are needed in the financial statement closing process to address the accuracy and timeliness of the School's year-end financial reporting.

We recommend that the School assess the adequacy of resources in the finance department in relation to its periodic and year end reporting responsibilities. The School may consider an increased level of financial analysis of significant accounts on a regular basis, as well as providing additional support to the finance department in the area of financial reporting.

Addendum B

Other Observations and Recommendations for Strengthening Internal Control and/or Operating Efficiency

2. Maintenance of Student Files

During our test of 22 student files, we noted four students files did not contain medical records, birth certificate, and proof of residency.

In an effort to ensure that student records are complete, we recommend that the school's checklist be utilized periodically to ensure that information is complete and updated for each student file. Management should follow up to obtain missing information for student files. All current and new student files should be annually reviewed by the School to ensure that adequate follow-up with the student's parents or guardian can be made to obtain missing student records.

Brooklyn Dreams Charter School

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2022

Board of Trustees
Brooklyn Dreams Charter School

In planning and performing our audit of the financial statements of Brooklyn Dreams Charter School (the "School") as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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We have other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency, presented in Addendum B to this letter.

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We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
January 25, 2023

Addendum A

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Addendum B

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**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Joanne Oplustil

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



 05-25-22

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Katherine O'Neill

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice President

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Andrew Chelle

5-23-22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Michael Leit

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



A handwritten signature in black ink, appearing to be 'M. M. H.', is written over a horizontal line.

5/21/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Michele Morais-Weekes

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Michelle Morais-Heckler

05-26-22

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Michelle Scotto

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board President

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify **only** the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Michelle F. Scott 5/23/2022

Signature **Date**

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Orpheus Williams

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

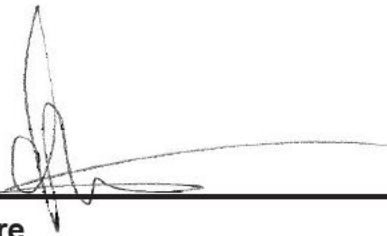
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Telephone:

Business Address:



05-23-22

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Randal Jean-Baptiste

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Address:



A handwritten signature in black ink, appearing to read "R. Baptista".

05/19/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Richard Conti

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

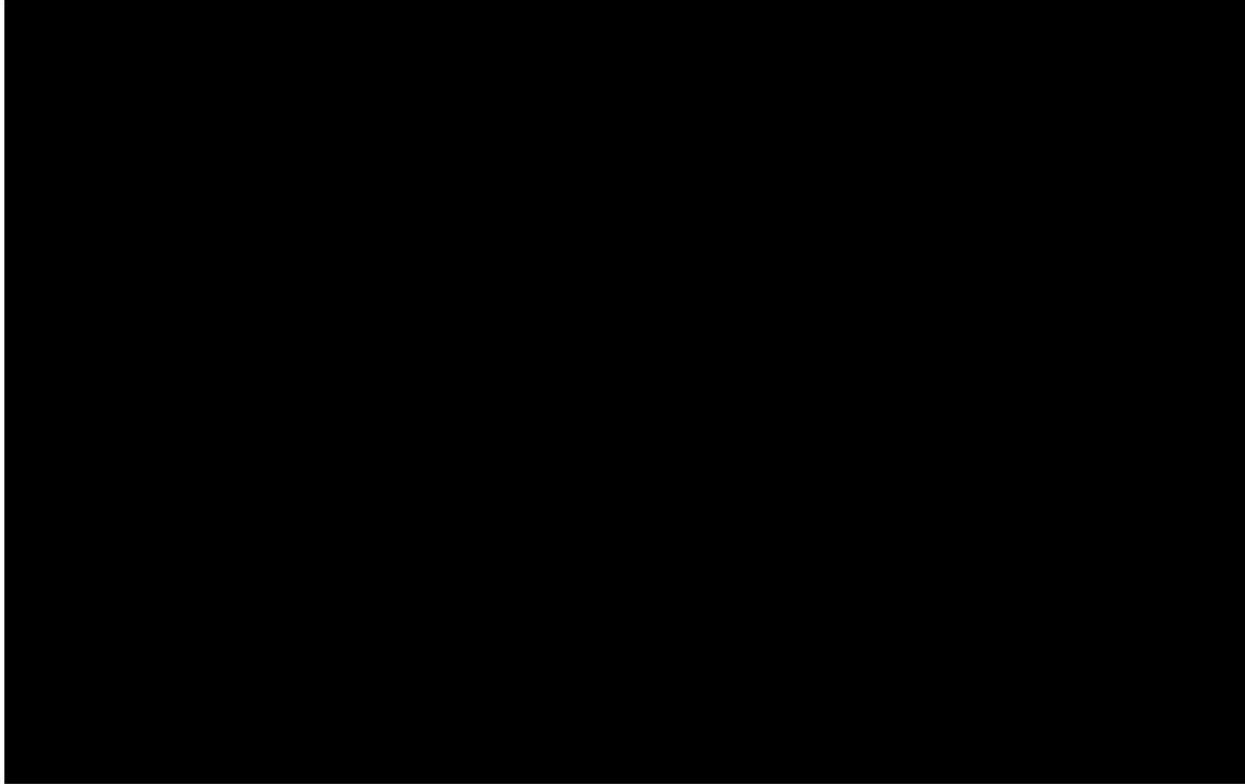
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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	5/21/22
Signature	Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Tamara Charles

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Telephone:

Business Address:



A handwritten signature in black ink, appearing to be 'M. J. ...'.

05-26-22

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Troy Mattila

Name of Charter School Education Corporation:

Brooklyn Dreams Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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T. J. M.

5/24/2022


Signature

Date

Acceptable signature formats include:

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last revised 04/2022

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016886-VIOR			
NAME OF OWNER / LESSEE / OCCUPANT	Brooklyn Dreams Charter		
ADDRESS	259 Parkville Avenue Brooklyn NY 11230(-1310)		
ADDITIONAL INFORMATION	ROOM / FLOOR #	TYPE OF OCCUPANCY	
	Basement, 1,2,3,4,	Educational	

An Inspection of this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order.

STANDARD ORDER FORM #	DESCRIPTION
FPS-21-01	Failed to provide and maintain fire protection and/or communication system in good working order, in violation of FC901.6.

If this order is not complied forthwith, a Summons will be served for violations of the Administrative Code of the City of New York.


Laura R. Kavanagh
By Order of Acting Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

RESPONDENT: Omar Thomas	TITLE: Principal
CONTACT NUMBER: 7188598400	


INSPECTOR: Anthony Donnaruma	UNIT: Public Building
UNIT ADDRESS: 9 MetroTech Center, 3rd Floor, Brooklyn, NY 11201.	UNIT PHONE: (718) 999-2936

DATE: 06/08/2022

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016886-VIOR			

SUPPLEMENTAL INFORMATION

STANDARD ORDER FORM NUMBER	FPS-21-01
DETAILED DESCRIPTION	Failed to provide and maintain fire protection and/or communication system in good working order, in violation of FC901.6.

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016886-VIOR			
NAME OF OWNER / LESSEE / OCCUPANT	Brooklyn Dreams Charter		
ADDRESS	259 Parkville Avenue Brooklyn NY 11230(-1310)		
ADDITIONAL INFORMATION	ROOM / FLOOR #	TYPE OF OCCUPANCY	
	Basement, 1,2,3,4,	Educational	

An Inspection of this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order.

STANDARD ORDER FORM #	DESCRIPTION
C-10-05	Failed to obtain and/or produce a Certificate of Fitness for Fire and Emergency Drill Conductor, in accordance with FC401.3 and 2008 FC401.6.

If this order has not been complied within 30 days of the issuance date, a SUMMONS will be served for violations of the Administrative Code of the City of New York.


Laura R. Kavanagh
By Order of Acting Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

RESPONDENT: Omar Thomas	TITLE: Principal
CONTACT NUMBER: 7188598400	


INSPECTOR: Anthony Donnaruma	UNIT: Public Building
UNIT ADDRESS: 9 MetroTech Center, 3rd Floor, Brooklyn, NY 11201.	UNIT PHONE: (718) 999-2936

DATE: 06/08/2022

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016886-VIOR			

SUPPLEMENTAL INFORMATION

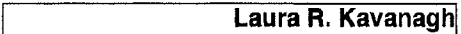
STANDARD ORDER FORM NUMBER	C-10-05
DETAILED DESCRIPTION	Failed to obtain and/or produce a Certificate of Fitness for Fire and Emergency Drill Conductor, in accordance with FC401.3 and 2008

	CITY OF NEW YORK	BATTALION	41
	FIRE DEPARTMENT	DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016884-VIOR			
NAME OF OWNER / LESSEE / OCCUPANT	Brooklyn Dreams Charter		
ADDRESS	259 Parkville Avenue Brooklyn NY 11230(-1310)		
ADDITIONAL INFORMATION	ROOM / FLOOR #	TYPE OF OCCUPANCY	
	Basement, 1,2,3,4,	Educ ational	

An Inspection of this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order.

STANDARD ORDER FORM #	DESCRIPTION
ADM-02-01	Failed to provide a Certificate of Occupancy or other authorization or approval issued by the Department of Building or other agency having jurisdiction that the building, structure or premises has been approved to operate as listed in the comments, in violation of FC105.3.9, AC28-103.1 and 28-118.19.

If this order has not been complied within 30 days of the issuance date, a SUMMONS will be served for violations of the Administrative Code of the City of New York.



 Laura R. Kavanagh
 By Order of Acting Fire Commissioner


This is to certify that I have made an inspection of said premises and have issued the above order to:

RESPONDENT:	TITLE:
Omar Thomas	Princlpal
CONTACT NUMBER:	7188598400

INSPECTOR:	UNIT:
Anthony Donnaruma	Public Building
UNIT ADDRESS:	UNIT PHONE:
9 MetroTech Center, 3rd Floor, Brooklyn, NY 11201.	(718) 999-2936

DATE: 06/08/2022

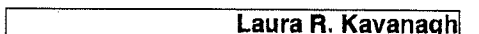
	CITY OF NEW YORK	BATTALION	41
	FIRE DEPARTMENT	DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016884-VIOR			
SUPPLEMENTAL INFORMATION			
STANDARD ORDER FORM NUMBER	ADM-02-01		

	CITY OF NEW YORK	BATTALION	41
	FIRE DEPARTMENT	DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016887-VIOR			
NAME OF OWNER / LESSEE / OCCUPANT	Brooklyn Dreams Charter		
ADDRESS	259 Parkville Avenue Brooklyn NY 11230(-1310)		
ADDITIONAL INFORMATION	ROOM / FLOOR #	TYPE OF OCCUPANCY	
	Basement, 1,2,3,4,	Educ ational	

An Inspection of this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order.

STANDARD ORDER FORM #	DESCRIPTION
C-11-01	Failed to provide a person holding a valid Certificate of Fitness for fire protection system at premises, in violation of FC901.6.

If this order has not been complied within 30 days of the issuance date, a SUMMONS will be served for violations of the Administrative Code of the City of New York.



 Laura R. Kavanagh
 By Order of Acting Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:


RESPONDENT:	TITLE:
Omar Thomas	Princlpal
CONTACT NUMBER:	7188598400

INSPECTOR:	UNIT:
Anthony Donnaruma	Public Building
UNIT ADDRESS:	UNIT PHONE:
9 MetroTech Center, 3rd Floor, Brooklyn, NY 11201.	(718) 999-2936

DATE: 06/08/2022


	CITY OF NEW YORK	BATTALION	41
	FIRE DEPARTMENT	DISTRICT OFFICE	42
VIOLATION ORDER: 2022-ENFORC-016887-VIOR			

SUPPLEMENTAL INFORMATION	
STANDARD ORDER FORM NUMBER	C-11-01
DETAILED DESCRIPTION	Failed to provide a person holding a valid Certificate of Fitness for fire protection system at premises, in violation of FC901.6.

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER:		2022-ENFORC-016887-VIOR	


SUPPLEMENTAL INFORMATION

STANDARD ORDER FORM NUMBER	C-11-01
DETAILED DESCRIPTION	Failed to provide a person holding a valid Certificate of Fitness for fire protection system at premises, in violation of FC901.6.
REMEDY	Provide and/or maintain a person holding a valid Certificate of Fitness for fire protection system at premises, in accordance with FC901.6.
COMMENT	Note: At premises, there is an interior fire alarm, connected to a central station company, no S95 supervision of fire alarm systems and other related systems certificate of fitness available.

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER:		2022-ENFORC-016885-VIOR	


SUPPLEMENTAL INFORMATION

STANDARD ORDER FORM NUMBER	C-10-05
DETAILED DESCRIPTION	Failed to obtain and/or produce a Certificate of Fitness for Fire and Emergency Drill Conductor, in accordance with FC401.3 and 2008 FC401.6.
REMEDY	Obtain and/or produce Certificate of Fitness for Fire and Emergency Drill Conductor, in accordance with FC401.3 and 2008 FC401.6.
COMMENT	Note: Premises operating as a public Charter School, no D10 Fire and emergency drill conductor for NYC K-12 schools, certificate of fitness available.

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER:		2022-ENFORC-016884-VIOR	

SUPPLEMENTAL INFORMATION

STANDARD ORDER FORM NUMBER	ADM-02-01
DETAILED DESCRIPTION	Failed to provide a Certificate of Occupancy or other authorization or approval issued by the Department of Building or other agency having jurisdiction that the building, structure or premises has been approved to operate as listed in the comments, in violation of FC105.3.9, AC28-103.1 and 28-118.19.
REMEDY	Submit to this Department a Certificate of Occupancy or other authorization or approval issued by the Department of Building or other agency having jurisdiction that the building, structure or premises has been approved to operate as listed in the comments, in accordance with FC105.3.9, AC28-103.1 and 28-118.19.

	CITY OF NEW YORK FIRE DEPARTMENT	BATTALION	41
		DISTRICT OFFICE	42
VIOLATION ORDER:		2022-ENFORC-016886-VIOR	

SUPPLEMENTAL INFORMATION

STANDARD ORDER FORM NUMBER	FPS-21-01
DETAILED DESCRIPTION	Failed to provide and maintain fire protection and/or communication system in good working order, in violation of FC901.6.
REMEDY	Restore fire protection and/or communication system to good working order and maintain same at all times, in accordance with FC901.6.
COMMENT	Note: The Interior Fire Alarm is showing a trouble signal, Fault (Network Comm.).

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
BAS	246	OG	A-3		3	
BAS		OG	F-2		3	
BAS	85	OG	E		3	
ME Z	-	-	-		-	
001	252	100	E		3	
002	280	100	E		3	
003	292	100	E		3	
004	209	100	E		3	
RO F		100	F-2		3	
NOTE 2: THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THE PROVISIONSOF SECTION 12-10 ZONING RESOLUTIONS AS TO ZONING LOT OWNERSHIP AS FILED WITH CITY REGISTERS OFFICE CRFN #2010000259811,2010000259812						
END OF SECTION						



Borough Commissioner



Commissioner

Brooklyn Dreams Charter School

2022-23 School Year

July/August						
Su	M	T	W	Th	F	Sa
24	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 18-21 - NHA Leadership Summit
 August 23-25 - New Teacher Summit

5th New Parent Orientation
 8th-11th Kinder Camp
 23rd & 25th New Teacher Orientation
 29th Staff PD; 30th Regional PD; 31st Staff 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-2nd Staff PD
 5th Labor Day; 7th First Day of School
 12th NWEA Window Opens ; 13th-14th iReady Diagnostic
 26th-27th Rosh Hashana

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					

5th Yom Kippur
 14th NWEA Window Closes
 18th 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			

4th End of Q1
 10th PT Conf; 11th Veteran's Day
 18th ELA Interim Analysis
 24th-25th 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

1st NWEA Winter; 2nd Interim Data Analysis
 19th Hanukah Begins
 26th-Jan 2nd 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
 13th ELA Data Dig, End of Q2
 16th 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				

8th NWEA Window Closes; 10th Math Interim Data Dig
 20th-24th Mid Winter Recess
 27th 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	

13th-6/9 NYSAA Testing; 14th-15th Princ. Mig
 31st End of Q3

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						

5th PT Conferences
 6th-14th Spring Break
 17th School Resumes; 21st EID
 24th ELA Make up Testing

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			

1st NWEA Window Opens
 15th-26th NYSESLAT LRWLAT
 17th-26th NYSESLAT Speaking
 29th 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	

1st Regional PD
 8th NYSAA Window Closes; 9th NWEA Window Closes
 19th Juneteenth; 22nd End of Q4
 27th 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					

4th of July

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

Board Approved: 8/10/2022

Last Update: 8/8/2022

180 School Days
 7:15am-3:00pm School Hours
 7:15-11:30am (half)

1208 Instructional Hours