Application: Family Life Academy Charter School I

Guillermo Neira - gneira@flacsnyc.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

FAMILY LIFE ACADEMY CHARTER SCHOOL 320900860839

a1. Popular School Name

FLACS I

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 9 - BRONX

d. DATE OF INITIAL CHARTER

9/2001

e. DATE FIRST OPENED FOR INSTRUCTION

9/2001

h. SCHOOL WEB ADDRESS (URL)

https://www.flacsnyc.com/

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

416

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

416

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

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5

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

No

FACILITIES INFORMATION

m. FACILITIES

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

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	14 West 170th Street Bronx, NY 10452	718-410-8100	NYC CSD 9	K-5	Yes

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Evelyn Centeno	[redacted]		
Operational Leader	Marilyn Calo			
Compliance Contact	Karen Marino			
Complaint Contact	Marilyn Calo			
DASA Coordinator	Daniel Afandor			
Phone Contact for After Hours Emergencies	Evelyn Centeno			

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

certificate of occupancy 14 west 170th street - LPAC-FLACS I.pdf

Filename: certificate of occupancy 14 west 170th street - LPAC-FLACS I.pdf **Size:** 31.4 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Guillermo Neira
Position	Data Specialist
Phone/Extension	718-665-2805-2038
Email	gneira@flacsnyc.com

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 17 2021

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

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

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

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

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

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 4c – Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2021-2022 Budget

Incomplete

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

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

page number in Section I, C of the application narrative.

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

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

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

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

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY Trustee Financial Disclosure Form

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

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

20-21_Board_Members-Financial-Disclosures

Filename: 20 21 Board Members Financial Disclosures.pdf **Size:** 4.7 MB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

information for all --VOTING and NON-VOTING-- trustees.

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Miguel Pena	[redacted]	Chair	Executive, CEO Evaluation, Facilities, Fundraising	Yes	19	07/01/2020	06/30/2021	11
2	Susana Rivera - Leon		Vice Chair	Executive, Accountability, Nomination, Facilities, Bylaws	Yes	9	07/01/2020	06/30/2021	11
3	Hilda Sanchez		Secretary	Executive, Accountability, Finance, CEO Evaluation	Yes	9	07/01/2020	06/30/2021	11

4	Pedro Alvarez	[redacted]	Treasurer	Executive, Finance	Yes	15	07/01/2020	06/30/2021	10
5	Raymond Rivera		Trustee/ Member	Nomination, Facilities	Yes	20	07/01/2020	06/30/2021	10
6	Kevin Kearns		Trustee/ Member	Facilities	Yes	10	07/01/2020	06/30/2021	10
7	Janet Lerner		Trustee/ Member	Nomination	Yes	11	07/01/2020	06/30/2021	9
8	Marvin Dutton		Trustee/ Member		Yes	11	07/01/2020	09/24/2020	
9	Wanda Torres-Mercado		Trustee/ Member	Finance, Bylaws	Yes	9	07/01/2020	06/30/2021	9

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

Yes

1b. Current 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 2020-2021
10	Joseph Holland	[redacted]	Trustee/ Member	Fundraising	Yes	4	07/01/2020	06/30/2021	8
11	Bryan Rivera		Trustee/ Member	Accountability, Fundraising, Bylaws	Yes	4	07/01/2020	06/30/2021	9
12	Florence Wolpoff		Trustee/ Member	Accountability, CEO Evaluation	Yes		07/01/2020	06/30/2021	10
13	Kelly Nunez		Trustee/ Member		Yes	3	07/01/2020	06/30/2021	11
14	Rafael McDonald		Parent Rep	Finance, Facilities	Yes	2	07/01/2020	06/30/2021	11
15	Marina Salazar		Parent Rep		Yes	3	07/01/2020	06/30/2021	9

1c. Are there more than 15 members of the Board of Trustees?

Yes

1d. 2020-2021 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 2020-2021
16	Paula Vega	[redacted]	Parent Rep		Yes	1	01/22/2021	06/30/2021	5 or less
17	Jorge Torres		Parent Rep		Yes	2	07/01/2020	06/30/2021	7
18	Francisco Lugoviña		Trustee/ Member	CEO Evaluation, Facilities	No		07/01/2020	06/30/2021	7
19									
20									
21									

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	16
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	16

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

9

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
		Application and recruitment efforts for all FLACS schools will continue to be shared between all schools; all schools benefit from this larger outreach effort that will include all four schools. To support these efforts, both school and network staff will be utilized.

Economically Disadvantaged	Application and recruitment efforts for all FLACS schools are shared between all schools; all schools benefit from this larger outreach effort that will include all four schools. To support these efforts, both school and network staff were utilized. To attract economically disadvantaged families, FLACS specifically recruited students in the community, which is likely to have high populations of this group. To recruit students who are economically disadvantaged FLACS: Created attractive, informational brochures and flyers both for print and interactive for digital distribution Distributed these brochures and flyers to local businesses, religious institutions, pre-kindergarten programs, and other community organizations; Visited and/or conducted virtual presentations to prospective families at pre-kindergarten programs located in CSD 7 and 9; Attended kindergarten virtual school fairs, if any, at various Head Start and pre-kindergarten programs; Attended Virtual Charter Open Houses and chat groups Held at least 10 virtual open houses with translators; for prospective applicants each year, held at varying times (morning and afternoon) using Eventbrite to RSVP Announced and advertised the	Due to the earlier pandemic, post pandemic recruitment efforts for 2021-2022 will incorporate a combination of virtual and in person. To recruit students who are economically disadvantaged FLACS will: Attend community and pop-up events in areas that are economically disadvantaged by setting up informational booths. Sponsor events within the local community (i.e. Bronx Night Market, Fordham Flea) Establish partnerships with local organizations (i.e. the Bronx Rising, Morris Heights Health Center, LPAC) to leverage outreach amongst all our subscribers/followers) Continue to create print and interactive informational brochures & flyers Building relationships through social media by deciphering influencers and cultivating influencer campaigns to better reach specific subgroups. Distribute these brochures and flyers to local businesses, religious institutions, pre-kindergarten programs, and other community organizations; Visit and or conduct virtual presentations to prospective families at pre-kindergarten programs located in CSD 7 and 9; Attend kindergarten virtual school fairs, if any, at various Head Start and pre-kindergarten programs; Attend Virtual and in person Charter Open Houses and chat

	school and lottery in multiple languages in local digital and print media, (i.e. AMNY, Bronx Times, El Diario) and in multiple digital formats (i.e. mobile & desktop take over, digital billboards, footers, and dedicated email blasts) Created attractive, informative exterior signage on all buildings advertising all FLACS schools; Maintained accurate information on the school website, including a link to the application; Used social media to promote the school and announce the schools; Used the New York City Common Online Charter School Application, which allows parents to complete the application online and has widened the pool of applicants the school has received, and is translated into multiple languages;	groups Hold at least 10 virtual and in person open houses with translators; for prospective applicants each year, held at varying times (morning and afternoon) using Eventbrite to RSVP Announce and advertise the school and lottery in multiple languages in local digital and print media, (i.e. AMNY, Bronx Times, NY Post, Daily News, El Diario) and in multiple digital formats (i.e. mobile & desktop take over, digital billboards, footers, and dedicated email blasts) Announce and advertise in CTV, TV and Radio (i.e.youtube, hulu, Telemundo and CH12) Create attractive, informative exterior signage on all buildings advertising all FLACS schools; Maintain accurate information on the school website, including a link to the application; Use social media to promote the school and announce the schools Use the New York City Common Online Charter School Application, which allows parents to complete the application online and has widened the pool of applicants the school has received, and is translated into multiple languages;
	To attract english language learners, FLACS specifically recruits students in the community, which is likely to	To attract english language learners, FLACS specifically recruits students in the community, which is likely to have high populations of this group. To inform the community about the school and recruit

English Language Learners	have high populations of this group. To inform the community about the school and recruit students who are ELLs, FLACS will: Create attractive, informational brochures and flyers both for print and interactive for digital in English and Spanish Distribute these brochures and flyers to local businesses, religious institutions, pre-kindergarten programs, and other community organizations; Create attractive, informative exterior signage on all buildings advertising all FLACS schools; in both English and Spanish languages Announce and advertise the school and lottery in multiple languages in local digital and print media, (i.e. AMNY, Bronx Times, El Diario) in multiple formats (i.e. mobile & desktop take over, digital billboards, footers, and dedicated email blasts) Visit and make virtual presentations in English and Spanish to prospective families at pre-kindergarten programs located in CSD 7 and 9; Involve parent “ambassadors” in the planning for recruitment, including having them help disseminate information about the school in the community, and ensure that some of these “ambassadors” speak languages other than English; Provide information about ELL services when presenting about the school; Gather testimonials from current	students who are ELLs, FLACS will: Produce Television commercials on spanish channel stations. Create bus shelter ads both in english and spanish to be displayed in various locations within the community. Work with radio stations to create commercial spots in spanish. Create attractive, informational brochures and flyers both for print and interactive for digital in English and Spanish Distribute these brochures and flyers to local businesses, religious institutions, pre-kindergarten programs, and other community organizations; Create attractive, informative exterior signage on all buildings advertising all FLACS schools; in both English and Spanish languages Announce and advertise the school and lottery in multiple languages in local digital and print media, (i.e. AMNY, Bronx Times, El Diario) in multiple formats (i.e. mobile & desktop take over, digital billboards, footers, and dedicated email blasts) Visit and make virtual presentations in English and Spanish to prospective families at pre-kindergarten programs located in CSD 7 and 9; Involve parent “ambassadors” in the planning for recruitment, including having them help disseminate information about the school in the community, and ensure that some of these

	parents in multiple languages to post on various social media platforms Incorporate the use of Schola (online recruitment service platform) to assist in gathering leads specifically aimed towards ELL prospective families Sending email blasts to our email list serve on how to apply, and why you should apply to our schools (with translation options) Work with the Latino Pastoral Action Center (LPAC) outreach to local religious and community centers, including those with immigrant and bilingual populations.	“ambassadors” speak languages other than English; Gather testimonials from current parents in multiple languages to post on various social media platforms Incorporate the use of Schola (online recruitment service platform) to assist in gathering leads specifically aimed towards ELL prospective families Sending email blasts to our email list serve on how to apply, and why you should apply to our schools (with translation options) Work with the Latino Pastoral Action Center (LPAC) outreach to local religious and community centers, including those with immigrant and bilingual populations.
Students with Disabilities	To attract students with disabilities, FLACS will: Making sure all videos are closed captioned and ADA compliant When presenting speaking towards the various special needs services we offer in school.	To attract students with disabilities, FLACS will: Showcase our building facilities through images and video to ensure how our schools are able to accommodate physical disabilities. Through signage, and or structures (i.e. elevators, ramps) Making sure all videos are closed captioned and ADA compliant Include all special needs services we offer when presenting to prospective families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		FLACS will continue to employ

Economically Disadvantaged	To retain students, FLACS provided a rigorous academic program, demonstrated continuous student academic success, and provided a nurturing and inviting environment for families that encouraged parents to keep their children enrolled at FLACS. To help promote the retention of all students, FLACS schools: Provided rigorous academic curriculum and instruction; Demonstrated and communicated to families FLACS' continued academic success; Created a nurturing and safe environment with consistent, caring discipline; Retained the sibling priority in the lottery to keep children from the same family together and make school drop-offs and pick-ups and schedules easier on families; Encouraged parent involvement through workshops at the school, award ceremonies, celebrations, and participation in the parent teacher association; Consistently communicated with families about their child/children's academic progress at the school through use of an online communication portal, ParentSquare and phone calls; Consistently communicated with families about events, workshops and general information on ParentSquare, its website and	the strategies that it has to retain families, as these have been effective in the past to retain families in the school. The most essential aspect in ensuring that FLACS meets its retention targets is to provide rigorous academic curricula, demonstrate continuous student academic success, and provide a nurturing and inviting environment for families that will encourage parents to keep their children enrolled at FLACS. To help promote the retention of all students, FLACS schools will: Provide rigorous academic curriculum and instruction; Demonstrate and communicate to families FLACS' continued academic success; Create a nurturing and safe environment with consistent, caring discipline; Retain the sibling priority in the lottery to keep children from the same family together and make school drop-offs and pick-ups easier on families; Encourage parent involvement through workshops at the school, award ceremonies, celebrations, and participation in the parent teacher association; Consistently communicate with families about their child/children's academic progress through use of an online communication portal, ParentSquare, phone calls, notes in the homework folder, use of a learning management system that parents have access to, report card distribution, and

	social media; Ensured parents had access to technology for video conferencing and access to online portals during this remote year: Reached out to and made personal connections to all families through the school's Family Liaison and other staff. To help promote the retention of economically disadvantaged students, FLACS schools: Engaged in staff training (professional development, use of outside organizations, professional reading) to ensure all staff is sensitive to the challenges families in poverty may face; Removed economic barriers for parents by providing technology and internet for families who needed this, ensured the continuity of food services during the remote period during the pandemic; and: Connected parents with social services and other community resources, in partnership with the school's community partner, the Latino Pastoral Action Center.	parent conferences; Consistently communicate with families about events at the school and the academic program, through monthly calendars, an up-to-date website, live-streaming of school performances, and monthly newsletters with information about the academic program; and: Reach out to and make personal connections to all families through the school's Family Liaison. To help promote the retention of economically disadvantaged students, FLACS schools will: Engage in staff training (professional development, use of outside organizations, professional reading) to ensure all staff is sensitive to the challenges families in poverty may face; Remove economic barriers for parents by providing subsidies/waivers for school field trips, uniforms, and other potential costs for families; and: Connect parents with social services and other community resources, in partnership with the school's community partner, the Latino Pastoral Action Center.
	In addition to the strategies listed above, to help promote the retention of English language learners, FLACS schools: Deliberately recruited and hire administrators, teachers, and staff that can speak another language when possible and	In addition to the strategies listed above, to help promote the retention of English language learners, FLACS schools will: Deliberately recruit and hire administrators, teachers, and staff that can speak another language when possible and

English Language Learners	appropriate; Recruited classroom and content area teachers who possess dual certification in their content area and TESOL when possible; Provided high quality support to ELLs through the academic program; Ensured all teachers receive professional development on working with English language learners; Engaged families of ELLs through specific workshops, including but not limited to an initial orientation of ELL services at FLACS; Ensured that all communications (on ParentSquare, the FLACS website, letters home, monthly newsletters, handbooks, flyers) were translated into Spanish (and if there are other languages represented in the school, FLACS schools made every effort to ensure translation of these documents into additional languages, or make use of the NYCDOE phone translation services to support parents in understanding these communications); Provided translators for all major school assemblies, graduations, workshops; and: Ensured that there were translators available or that the NYCDOE phone translation services were utilized, for all parent conferences.	appropriate; Recruit classroom and content area teachers who possess dual certification in their content area and TESOL when possible; Provide high quality support to ELLs through the academic program; Ensure all teachers receive professional development on working with English language learners; Engage families of ELLs through specific workshops, including but not limited to an initial orientation of ELL services at FLACS; Ensure that all critical communications (on ParentSquare the FLACS website, letters home, monthly newsletters, handbooks, flyers) to families are translated into Spanish (if there are other languages represented in the school, FLACS schools will make every effort to ensure translation of these documents into additional languages, or make use of the NYCDOE phone translation services to support parents in understanding these communications); Provide translators for all major school assemblies, graduations, workshops; and: Ensure that there are translators available or that the NYCDOE phone translation services is utilized, for all parent conferences.
	In addition to the strategies mentioned above, FLACS ensured	In addition to the strategies mentioned above, FLACS will do the following to ensure the

Students with Disabilities	the retention of students with disabilities by Ensuring the consistent provision of services entitled to the students by qualified staff Ensuring special education staff reached out about student progress on a regular basis Ensuring all teachers received professional development effective strategies for working with students with disabilities; and: Holding high expectations of students with disabilities and ensuring students and their families understand that the school is committed to having these students succeed.	retention of students with disabilities: Ensure the consistent provision of services entitled to the students by qualified staff Ensure special education staff reach out about student progress on a regular basis Ensure all teachers receive professional development effective strategies for working with students with disabilities; and: Hold high expectations of students with disabilities and ensuring students and their families understand that the school is committed to having these students succeed.

Entry 10 – Teacher and Administrator Attrition

Completed Jul 30 2021

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

A. TEACH System – Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

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

2021-22 Staff Calendar

Filename: 2021 22 Staff Calendar mMwMZ4o.pdf **Size:** 144.7 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Family Life Academy Charter School I

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=2093937
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=2093937
3. Link to NYS School Report Card	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938
4. Lottery Notice announcing date of lottery	https://www.flacsnyc.com/apps/news/article/1414738
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938
7. Authorizer-Approved FOIL Policy	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938
8. Subject matter list of FOIL records	https://www.flacsnyc.com/apps/pages/index.jsp?uREC_ID=294280&type=d&pREC_ID=677938

Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools
Name of trustee (print):	Miguel Pena
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair, CEO Evaluation, Facilities, Treasurer, Secretary, Parent Representative
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Miguel [illegible] (Jul 21, 2021 11:23 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools
Name of trustee (print):	Pedro Alvarez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer, Finance Chair, Chairman, Secretary, Vice Chairman, Facilities, fundraising
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
none	none	none	none	none

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
none						

Trustee Signature

Signature: Pedro Alvarez
Pedro Alvarez (Jul 21, 2021 17:07 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools
Name of trustee (print):	Francisco Lugovina
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair Emeritus, Finance Chair, CEO Evaluation, FLACS II Chairman, FLACS Vice Chairman, FLACS Chairman
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Francisco Lugovina
Francisco Lugovina (Jul 28, 2021 00:10 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Dr. Joseph Holland
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Fundraising
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Joseph H Holland

Joseph H Holland (Jul 21, 2021 10:04 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Bryan Rivera
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Fundraising Committee Chair, Accountability, Finance, Bylaws Chair
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Jorge Torres
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	FLACS III PA Parent
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Jorge Torres
Jorge Torres (Jul 28, 2021 00:26 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Florence Wolpoff
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Accountability Chair, Member
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Steven P. Wolpoff

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Hilda Sanchez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary, CEO Evaluation Committee, Treasurer Committee Chair, Accountability Chair, Member
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Nilda Sánchez

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Dr. Janet Lerner
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	member
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zi	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Kelly Nunez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, FLACS I PA Parent
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Kelly Mtg

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Kevin Kearns
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Facilities & Bond Committee Chair, Secretary
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	Latino Pastoral Action Center, Highbridge Facilities LLC	Landlord/ Tenant	Rental	$1,000,000	Recuse self from all related discusions	Ongoing

Trustee Signature

Signature: [signature] 7/15/24

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Marina Salazar
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	FLACS MS Pa Parent
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Menn Silkan

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Paula Vega
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	FLACS I Pa Parent
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zi	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Rafael McDonald
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	FLACS II PA Parent
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Bishop Dr. Raymond Rivera
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Founding Board Chair, Member, Nominating Committee Chair
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zi	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Marilyn Calo Spouse	As Founder and President of LPAC, Highbridge Facilities, LLC landlord of FLACS I, FLACS III & FLACS IIB buildigs	no personal financial interest	Recuse self from all discussions related to landlord /tennant	Ongoing

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	Latino Pastoral Action Center, Highbridge Facilities LLC	Landlord/ Tenant	Rental	$1,000,000	Recuse self from all related discusions	Ongoing

Trustee Signature

Signature: Raymond A Rivera

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Rev. Susana Rivera-Leon
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair, Fundraising Committee Chair, Accountability Committee
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Marilyn Calo Stepmother	As CEO of LPAC, Highbridge Facilities, LLC landlord of FLACS I, FLACS III & FLACS IIB buildigs	no personal financial interest	Recuse self from all discussions related to landlord /tennant	Ongoing

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	Latino Pastoral Action Center, Highbridge Facilities LLC	Landlord/ Tenant	Rental	$1,000,000	Recuse self from all related discusions	Ongoing

Trustee Signature

Signature: Susan Cleon

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools - FLACS
Name of trustee (print):	Wanda Torres Mercado
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, Vice Chair, Treasurer, Fund Raising Committee Chair
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Wanda Torres-Morado

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Family Life Academy Charter Schools
Name of trustee (print):	Marvin Dutton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	finance,
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

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

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Marvin Dutton
Marvin Dutton (Jul 30, 2021 10:00 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Family Life Academy Charter School I

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

July 20, 2021

By Evelyn Centeno

14 West 170th Street
Bronx, NY 10452

718-410-8100

Renee Willemsen-Goode (Chief Academic Officer), Tiffanie Javier (Data Specialist), and Guillermo Neira (Data Specialist) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Miguel Peña	Chair	Executive, CEO Evaluation, Facilities, Fundraising
Susan Rivera-Leon	Vice Chair	Executive, Accountability, Nomination, Facilities, Bylaws
Hilda Sanchez	Secretary	Executive, Accountability, Finance, CEO Evaluation
Pedro Alvarez	Treasurer	Executive, Finance
Kevin Kearns	Member	Facilities
Joseph Holland	Member	Fundraising
Janet Lerner	Member	Nomination
Wanda Torres Mercado	Member	Finance, Bylaws
Rafael McDonald	Member, PA Representative	Finance, Facilities
Kelly Nuñez	Member	
Bryan Rivera	Member	Accountability, Fundraising, Bylaws
Raymond Rivera	Member	Nomination, Facilities
Marina Salazar	Member, PA Representative	
Jorge Torres	Member, PA Representative	
Paula Vega	Member, PA Representative	
Florence Wolpoff	Member	Accountability, CEO Evaluation
Francisco Lugoviña	Chair Emeritus (Non-voting)	CEO Evaluation, Facilities

Evelyn Centeno has served as the principal since 2016.

SCHOOL OVERVIEW

Family Life Academy Charter School (FLACS I), opened in 2001, serves kindergarten through fifth grade in the Highbridge area of the Bronx, in Community School District 9. FLACS I just completed its twentieth year of operation.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant students and English language learners. All FLACS schools share a common mission: *FLACS in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.*

Each FLACS school has twelve key design elements:

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

The 2020-21 school year posed many challenges due to the ongoing COVID-19 pandemic. FLACS I met these challenges head on and made decisions rooted in providing a safe school year, ensuring instruction was rigorous and effective, and providing stability and continuity to our students and families in what was otherwise a tumultuous time. All FLACS schools remained fully remote for the school year. While FLACS I initially intended to return in in-person instruction in Winter, the rising positivity rates and overall high case counts in the South Bronx, coupled with the feedback from families about the desire to stay remote and the success of the remote learning program, it made the decision to stay remote recognizing that this was the correct decision for this school community. By staying remote, FLACS I provided a predictable, stable experience for students. There were no sudden changes and closures necessitating constant schedule changes and programming changes. This stability gave students and their families needed predictability and routine. Principals from each FLACS school met together in regular meetings with the CEO, the COO and the Executive Director of Academics to discuss and overcome challenges and share best practices.

In the remote setting, students attended live synchronous classes on Zoom during school hours, simulating the experience of being in person. On Wednesdays, students had some asynchronous work so that teachers could meet with small groups, engage with parents, and attend professional development. The teachers and teaching assistants worked to ensure that students attended live classes and submitted their assignments daily and were engaged in their learning. FLACS utilized technology tools to ensure that students were engaged and so that teachers could monitor their work in real time. Some of these included use of a *NearPod*, a tool that allowed teachers to make slide decks interactive, use of the *Google* suite of products (*Docs, Sheets, Slides)* which allowed teachers to monitor student work and allow collaboration between students and teachers in real-time, and *GoGuardian,* a device management tool that allowed teachers to see what students were doing with their devices in real-time.

During this remote period, FLACS I maintained fidelity to its core curriculum materials, purchasing instructional technology that included digital curriculum materials directly associated with its existing curriculum, additional digital curriculum materials aligned with the same instructional philosophy of its programs, or general instructional technology tools that allowed FLACS I to deliver its curriculum and instructional approaches remotely. At the Network level, FLACS hired a Director of Instructional Technology to support staff in implementing these programs during this time. Three weeks of professional development occurred in August before school started to ensure staff were well prepared to deliver quality remote instruction. Subject specific information is included later in this report.

Special Education supports and services were provided, as mandated on the individualized education program (IEP). Students receive all instruction utilizing the school's online platforms and a combination of synchronous and asynchronous learning activities. In all cases, Special Education Teacher Support Services (SETSS) was delivered through direct and indirect instruction by a special education teacher. Additionally, related services, including counseling, speech and language therapy and occupational therapy were provided remotely according to the mandate specified on the IEP. FLACS continues to contract out with the NYC Department of Education to obtain speech and language and occupational therapists, while employing SETSS teachers and counseling providers. Annual, triennial and initial review meetings continued to take place in accordance to the compliance date and were conducted remotely. New requests for special education evaluations were also conducted remotely.

Students who received English as a New Language (ENL) continued to receive support from their designated ENL teacher. Teachers met with students multiple times a week either one-on-one or in small groups to provide direct instruction with their English language skills, as well as give them asynchronous work to complete while not in sessions. Teachers increased communication with teachers via email to make sure they shared student strengths and needs and checked in on attendance. ENL teachers also increased communication with families this year through *ParentSquare* notifications to make sure families were aware of what learning was happening and how to best support their child with remote learning.

To support students during this time, FLACS I adopted specific approaches to support students' emotional, social, and mental health. The school adopted a new social emotional learning curriculum, *Second Step*, which provided all students with high quality explicit instruction in SEL. Students learned how to self-regulate and manage emotions they have in different situations, and

were given time to practice these in class. As social emotional teaching was adopted across all schools, staff began to build a common language and culture around social emotional teaching. The school planned opportunities for students to have social interactions in live instruction, with student discussions and small group work to increase opportunities for students to interact with one another. Each school had a guidance counselor who worked to support students one on one and in small groups.

Attendance was an important focus this year. The attendance rate at FLACS I for the year was 92.2% with every student participating in remote learning over the course of the year. In order to ensure that students could participate in their remote learning, FLACS distributed devices to families at multiple points in the year. At FLACS I, 142 iPads and 260 chromebooks were distributed. All students were offered a FLACS device; very few declined the devices and opted to use their personal device instead. Many families needed internet access. Over the course of the year FLACS I provided internet access to 32 students (8%), including 1 hot spot and 31 access through Altice. Monitoring attendance was a whole-school effort. Teachers and teaching assistants monitored student attendance throughout the day and staff from the school immediately contacted families whose students were not attending. These conversations focused on providing support to families to overcome any obstacles to attending school. These barriers included technology - device access, internet stability, and other technology issues - which the school immediately addressed for families. Other barriers included child care and supervision during remote instruction. While the school could not directly address this in the same way as the technology issues, it worked with families to find solutions and leverage community resources and services to support families.

FLACS I adopted a new parent communication tool, *ParentSquare*, which provided a platform to communicate with families during this time. Teachers and administrators announced what was happening in classrooms, shared information and resources and other critical information to groups of parents. The platform also allowed for two-way communication with families through private, direct messaging. Family liaisons worked tirelessly to reach out to families through this platform and through phone calls. Schools held many workshops for parents to provide support.

FLACS I also supported families by reconceptualizing its food program. FLACS I participated in a creative meal service partnership with its food vendors during remote learning for families to receive home delivery to their doorstep for weekly breakfast and lunches. All families were eligible to sign up to receive a week's worth of meals which was delivered once a week. This eliminated a significant stressor for families who otherwise would have had to take time to pick up meals every day. The effectiveness of this model was amplified by our families in supporting the food insecurity they were facing. In addition to school food, through an innovative farmbox grant, families could sign up for a monthly farmbox full of fresh produce and pantry staples that could be used by the entire family.

FLACS I also worked to communicate with families about resources in the community, sharing information about other food distribution sites, community resources, and later in the year, vaccination.

ENROLLMENT SUMMARY

The table below summarizes the FLACS I's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	57	54	54	54	54	52	50	51	44	0	0	0	0	470
2017-18	51	48	50	52	50	52	0	0	0	0	0	0	0	303
2018-19	27	53	46	46	48	46	0	0	0	0	0	0	0	266
2019-20	113	54	76	54	54	49	0	0	0	0	0	0	0	400
2020-21	54	121	49	79	56	54	0	0	0	0	0	0	0	413

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS remained faithful to its network wide curriculum maps and philosophy despite the remote setting of the year. FLACS continued to use a balanced literacy model of its own design in all grades, supported by systematic phonics instruction in grades K-2. FLACS uses *Open Court Foundational Skills Kit* (K-2), network-designed curriculum based around high quality read alouds (K-5)*, Readers and Writers Project Units of Study in Writing* (K-5), and *Ready CCLS ELA* (K-5) as core curriculum materials.

Students engaged in whole group instruction via video-conferencing, including read alouds, discussion of literature and close reading of text. Teachers utilized instructional engagement technology tools, including but not limited to *NearPod*, collaborative documents, to enhance this virtual direct instruction. These engaging activities allowed students to directly participate in their own learning while collecting both formative and summative data to help inform instruction.

Whole group instruction was also used for writing mini lessons, close of lesson shares, and end of unit celebrations. Students then worked independently on their writing pieces or joined breakout rooms to meet with their teacher one-on-one or in small groups for conferring support.

Small group instruction, including guided reading with leveled texts occurred so that scholars learned strategies for decoding and comprehending texts at their instructional level. While the teacher worked with one group, other scholars worked on differentiated activities tailored to meet their needs as readers and writers. Students practiced the skills and strategies learned in whole and

small group instruction through independent reading periods, during which teachers conferred with individual students to provide individualized instruction. Small group and conferring was done via video conferencing, at times making use of features such as breakout rooms. FLACS purchased several different digital platforms to support small group instruction and independent reading. These included: *Epic*, an online library of authentic books, *RAZ Kids*, a library of leveled texts, and *i-Ready Reading*, an individualized adaptive program. These programs provided students access to texts in lieu of a traditional classroom library.

Literacy instruction was data-driven. Curriculum based assessments were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Teachers used results from the NWEA MAP Growth and from NWEA MAP fluency for younger scholars. Data was stored in PowerSchool, an online data warehouse and analysis platform, and in internal databases so that all teachers and administrators would have easy access to student data. Teachers met in teams, with instructional coaches and/or the administration to review student data and determine action plans for providing support in reading instruction.

FLACS continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention and an Academic Intervention Services teacher provided targeted instruction to students in need of literacy intervention in grades K-5.

Teachers received professional development in delivering high quality curriculum throughout the year. The principals, assistant principals, coaches and network staff led workshops about literacy topics and using instructional technology to deliver high quality professional development. Teachers received one-on-one coaching from the instructional coach.

METHOD

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

The test was administered at the end of October, in January, and at the end of May. For the purposes of this report, FLACS schools are reporting on the Fall and Spring administrations of the assessment. NWEA reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. Because the RIT scale is stable, equal interval and independent of grade level, student growth over time can be directly measured. The MAP exam reports student growth in the form of a percentile from zero to 100. The Institute will compare the schools' median *conditional growth percentile* from the end-of-year administration to the target of 50. Grade-level standards for the NWEA Map, the Institute uses the RIT score proficiency equivalents available in the most recent linking available from the test publisher found here (pages 15-16, tables 3.5 and 3.6). Students whose end-of-year RIT score is above the corresponding grade-level equivalent for scoring Level 3 or higher will be considered to have met or exceeded the proficiency equivalent. The cut scores are as follows:

Grade	ELA	Mathematics
3	201	202
4	209	214

5	218	226
6	219	227
7	225	234
8	226	241

RESULTS AND EVALUATION

FLACS I did not meet measure 1. The school's median growth percentile for all 3rd through 5th graders was 31; the target was 50.

FLACS I did not meet measure 2. The school's median growth percentile for all 3rd through 5th graders whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 31; the target was 55. While the school did not meet the target, FLACS highlights that median growth percentile for students not yet meeting the standards in Fall was equivalent to the median growth percentile for the school as a whole. Relative to the entire school population, students who started the year below proficiency made just as much growth.

FLACS I did not meet measure 3. The school's median growth percentile of 3rd through 8th grade students with disabilities at the school was less than the median growth of 3rd through 8th grade general education students at the school. The median growth percentile of students with disabilities was 7.5; the target was 31. FLACS also is sharing the median growth percentile of its ELLs, which was 29 compared to 31 of the non-ELL population. While FLACS I fell significantly short of the goal with its special education students, it nearly made the target for the ELL subgroup. Please note that FLACS has chosen not to report the grade level data here as some grade cohorts contained less than 5 students.

FLACS I did not meet measure 4. The percentage of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency was 28.6%, the target was 75%. However, there were many additional students who achieved a Level 2 on the linking study. The percentage of students enrolled in at least their second year with a Level 2, 3, or 4 based on the linking study is 63.1%. Given the context of the year, FLACS believes this number helps illustrate that students made significant progress toward meeting the standards in grades 3, 4 and 5, although students may not have been fully meeting standards on the Spring NWEA.

2020 21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	179	31	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade	Low initial achievers	55	115	31	No

students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[1]	31	19	7.5	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade English language learners at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	English Language Learners[2]	31	40	29	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[3]	2+ students	75%	168	28.6	No

End of Year Performance on 2020 21 NWEA MAP 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 Proficient[4]	Number Tested	Percent Proficient	Number Tested
3	33.8	77	33.8	71
4	19.6	56	21.6	51

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

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

[3] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[4] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

5	28.3	53	28.3	46
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	28.0	186	28.6	168

End of Year Growth on 2020 21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	30	72
4	18.5	56
5	43	51
6	-	-
7	-	-
8	-	-
All	31	179

End of Year Growth on 2020 21 NWEA MAP ELA Assessment By Students Below Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested
3	31.5	42
4	17	37
5	47	36
6	-	-
7	-	-
8	-	-
All	31	115

End of Year Growth on 2020 21 NWEA MAP ELA Assessment By Subgroup

Subgroup	Median Growth Percentile	Number Tested
SWD	7.5	19
General Ed	31	158
ELL	29	40
Not ELL	31	137

ADDITIONAL CONTEXT AND EVIDENCE

FLACS schools were remote for the entire 2020-21 school year and students took the NWEA MAP Growth in this setting. FLACS acknowledges that the remote setting poses challenges for administration that do not exist in person.

One possible concern was participation of students in testing. However the school is proud of its participation rates for these tests, with 99.4% of students enrolled in the school taking the Spring exam and 96.2% of students enrolled in both Fall and Spring taking both exams. The school attributes this participation to several factors:

- Students attended live classes daily and the expectations around taking the test were no different than daily attendance.
- Communication about the timing and importance of the exams was made with parents on *ParentSquare*.
- Students had FLACS issued devices with which to take the assessment.
- FLACS I allowed for make-up days as it would for the state test.

A second concern was the testing conditions of the test. Students' home environments were varied, with many students home with younger siblings and other distractions. There was also the potential that others in the household may try to help students with the test. FLACS I did the following to mitigate these issues:

- The school had communication with parents about the purpose of the test and importance of students taking this test under as close to ideal testing conditions as possible. This included the importance of students taking the same by themselves.
- Students in grades 3-8 were on video calls so that the proctoring teachers could monitor the conditions in which students were taking the test, both to ensure student focus and to ensure that students did not receive outside help.
- Students in grades 3-8 used school issued *Chromebooks* using the *NWEA Secure Testing App*, which allows students to test in a secure, full-screen kiosk mode.
- Other student devices were monitored by teachers using *GoGuardian* to ensure students did not access external resources during testing.
- If there were anomalies in student testing, such as students completing the test faster than anticipated, or who were flagged using NWEA's rapid guessing, or if proctors noticed visible distractions in the environment (such as crying infant, students who did not remain in the testing location), or if student test results were not in line with other assessment measures (both much higher than expected or much lower than expected) students were considered for retesting.

Given these mitigation strategies, FLACS I feels confident that students took the exam without internal help. However, there were concerns about the ability for all students to focus in test-like conditions.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the midst of the many challenges of the school year, FLACS I made progress toward meeting its accountability goals, with students in all subgroups demonstrating academic growth in the 2020-21

school year. While this growth was not enough to meet the accountability goals, students made growth in their learning and the school is well poised to accelerate student learning in the upcoming school year.

ACTION PLAN

FLACS I will strive to maintain consistency in its data collection and reporting in the upcoming charter terms. FLACS I will continue to administer the *NWEA MAP Growth* three times a year; this assessment can be given regardless of possible future changes to the modality of instruction. FLACS I will continue to administer this exam even after the NYSTP restarts. FLACS demonstrated success in administering these exams to students who were fully remote, and anticipates that even if some students remain fully remote, it can either have students test in person or refine the protocols in place to successfully test students from a remote location.

The data that have been discussed in this report highlight some "missed learning" from the 2020-2021 school year. While students made growth, it was not as much growth as would have been made in a typical pre-pandemic year. As such, the school and the network as a whole have put into place an action plan to address this "missed learning" in the 2021-22 school year.

FLACS I believes it is critical that students continue to be exposed to grade level tier 1 instruction during whole group instruction, even if they are currently performing below level. Teachers will scaffold instruction to help students access this grade level instruction in literacy. Coaches and administrators will be working with teachers to strengthen the ways in which teachers scaffold these experiences. The core curriculum maps have undergone a refresh, to replace texts with more culturally relevant and engaging content, while not sacrificing rigor. This curriculum was successful in prior brick and mortar years. Teacher teams will spend time unpacking the standards to understand what previous learning students needed to access the current grade level standards.

Since the emphasis is on accelerating learning beyond what was typically achieved in the past, the schedule will have plentiful time for small group instruction and differentiation of learning experiences. While this is not a new structure at FLACS I, renewed focus will be made on maximizing the impact of this time and leveraging technology that was used during the fully remote period. While teachers plan for small group instruction for students that meets their needs as determined by the *NWEA MAP Growth*, the *Fountas and Pinnell* assessment, and ongoing assessment in the classroom. How this work is structured is not determined by the network level, but at the school level. This is to ensure that the interventions match the needs of the learners in the classrooms. Planned interventions include, but are not limited to: guided reading groups with leveled texts using strategies from Jennifer Serravallo's *The Reading Strategies Book,* strategy groups that pre-teach or reteach content, phonics intervention groups using materials from *Open Court Phonics*, use of the *Leveled Literacy Intervention Kit*, and use of materials from *Preventing Academic Failure.*

The school leadership team has already begun grouping returning students for academic intervention based on the Spring results from the *NWEA MAP Growth* and other internal assessments. As soon as the school year begins based on the Fall results from the *NWEA MAP Growth* and other internal assessments these groups will be redefined. In June, all school leaders attended training with an *NWEA* consultant in regards to utilizing the results of the *MAP Growth* to

accelerate learning. The work of leveraging this data to improve instruction will continue throughout the year.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS I continued to use *Math in Focus* as its core curriculum program in mathematics. In 2020-21, all schools adopted the 2020 edition of the program, which included digital texts for students and teachers, interactive presentation materials, and virtual manipulatives. These resources were immensely helpful in supporting remote learning this year. All FLACS schools adopted *DreamBox Math*, which had been piloted by the middle school campus in the previous year. This program is an online adaptive program that comes from the same philosophy as *Math in Focus*. All curricular materials focused on problem-solving, learning by doing, using manipulatives, and a conceptual understanding of mathematics.

Working with students remotely in mathematics presented challenges as the FLACS mathematics approach is heavily based on using manipulatives and working in small groups to discuss problems. One option would have been to radically shift the approach to teaching mathematics to a more procedural traditional approach. However, the school and network leaders felt that this would ultimately compromise future learning for students. Instead, to mitigate this, teachers utilized collaborative tools (chat, collaborative documents, breakout/small group rooms) to simulate these discussions and problem-solving based instruction. They also sent manipulative materials to student's homes or made use of virtual manipulatives.

Mathematics instruction was data-driven. Curriculum based assessments were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Teachers also used results from the *NWEA MAP Growth*. Data was stored in *PowerSchool*, an online data warehouse and analysis platform, and in internal databases so that all teachers and administrators would have easy access to student data. Teachers met in teams, with instructional coaches and/or the administration to review student data and determine action plans for providing support in mathematics instruction.

FLACS I continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention and an Academic Intervention Services teacher provided targeted instruction to students in need of mathematics intervention in grades K-5.

Teachers received professional development in delivering high quality curriculum throughout the year. The principals, assistant principals, coaches and network staff led workshops about mathematics topics and using instructional technology to deliver high quality professional development. Teachers received one-on-one coaching from the instructional coach. Trainers from

Math in Focus worked with coaches in all buildings on using the digital materials in the 2020 edition of *Math in Focus*. Trainers from *DreamBox* worked with all teachers and administrators in sessions at the beginning of the year and throughout the year.

METHOD

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

The test was administered at the end of October, in January, and at the end of May. For the purposes of this report, FLACS schools are reporting on the Fall and Spring administrations of the assessment. *NWEA* reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. Because the RIT scale is stable, equal interval and independent of grade level, student growth over time can be directly measured. The MAP exam reports student growth in the form of a percentile from zero to 100. The Institute will compare the schools' median *conditional growth percentile* from the end-of-year administration to the target of 50. Grade-level standards for the *NWEA Map*, the Institute uses the RIT score proficiency equivalents available in the most recent linking study available from the test publisher found here (pages 15-16, tables 3.5 and 3.6). Students whose end-of-year RIT score is above the corresponding grade-level equivalent for scoring Level 3 or higher will be considered to have met or exceeded the proficiency equivalent. The cut scores are as follows:

Grade	ELA	Mathematics
3	201	202
4	209	214
5	218	226
6	219	227
7	225	234
8	226	241

RESULTS AND EVALUATION

FLACS I did not meet measure 1. The school's median growth percentile for all 3rd through 5th graders was 32; the target was 50.

FLACS I did not meet measure 2. The school's median growth percentile for all 3rd through 5th graders whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 29; the target was 55. FLACS notes that this was close to the median for all students.

FLACS I did not meet measure 3 for students in special education but did meet it for English language learners. The school's median growth percentile of 3rd through 5th grade students with disabilities at the school was less than the median growth of 3rd through 5th grade general education students at the school. The median growth percentile of students with disabilities was 12; the target was 33.5. FLACS I also is sharing the median growth percentile of its ELLs, which was

37 compared to 29 of the non-ELL population. FLACS I met the goal for this subgroup. While FLACS I fell significantly short of the goal with its special education students, it made the target for the ELL subgroup. Please note that FLACS has chosen not to report the grade level data here as some grade cohorts contained less than 5 students.

FLACS I did not meet measure 4. The percentage of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency was 29.3%, the target was 75%.

2020 21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	175	32	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	122	29	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[5]	33.5	19	12	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade English language learners at the school will be equal to or greater than the median growth of 3rd through 8th grade non-English language learners students at the school.	English language learners	29	38	37	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	167	29.3	No

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

to the most recent linking study comparing NWEA Growth to New York State standards.[6]					

End of Year Performance on 2020 21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[7]	Number Tested	Percent Proficient	Number Tested
3	35.1	77	36.6	71
4	21.8	55	24.0	50
5	22.6	53	23.9	46
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	27.6	185	29.3	167

End of Year Growth on 2020 21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	24	70
4	29	54
5	36	51
6	-	-
7	-	-
8	-	-
All	32	175

End of Year Growth on 2020 21 NWEA MAP Math Assessment By Students Below Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested

[6] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[7] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

3	13.5	46
4	31	37
5	41	39
6	-	-
7	-	-
8	-	-
All	29	122

End of Year Growth on 2020 21 NWEA MAP Math Assessment
By Subgroup

Subgroup	Median Growth Percentile	Number Tested
SWD	12	19
General Ed	33.5	155
ELL	37	38
Not ELL	29	136

Additional CONTEXT AND Evidence

FLACS schools were remote for the entire 2020-21 school year and students took the *NWEA MAP Growth* in this setting. FLACS acknowledges that the remote setting poses challenges for administration that do not exist in person.

One possible concern was participation of students in testing. However the school is proud of its participation rates for these tests, with 98.9% of students enrolled in the school taking the Spring exam and 94.5% of students enrolled in both Fall and Spring taking both exams. The school attributes this participation to several factors:

- Students attended live classes daily and the expectations around taking the test were no different than daily attendance.
- Communication about the timing and importance of the exams was made with parents on ParentSquare.
- Students had FLACS issued devices with which to take the assessment.
- FLACS I allowed for make-up days as it would for the state test.

A second concern was the testing conditions of the test. Students' home environments were varied, with many students home with younger siblings and other distractions. There was also the potential that others in the household may try to help students with the test. FLACS I did the following to mitigate these issues:

- The school had communication with parents about the purpose of the test and importance of students taking this test under as close to ideal testing conditions as possible. This included the importance of students taking the test by themselves.

- Students in grades 3-8 were on video calls so that the proctoring teachers could monitor the conditions in which students were taking the test, both to ensure student focus and to ensure that students did not receive outside help.
- Students in grades 3-8 used school issued Chromebooks using the NWEA Secure Testing App, which allows students to test in a secure, full-screen kiosk mode.
- Other student devices were monitored by teachers using GoGuardian to ensure students did not access external resources during testing
- If there were anomalies in student testing, such as students completing the test faster than anticipated, or who were flagged using *NWEA*'s rapid guessing, or if proctors noticed visible distractions in the environment (such as crying infant, students who did not remain in the testing location), or if student test results were not in line with other assessment measures (both much higher than expected or much lower than expected) students were considered for retesting.

Given these mitigation strategies, FLACS I feels confident that students took the exam without internal help. However, there were concerns about the ability for all students to focus in test-like conditions.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the midst of the many challenges of the school year, FLACS I made progress toward meeting its accountability goals, with students in all subgroups demonstrating academic growth in the 2020-21 school year. FLACS I did meet measure 3 for the ELL subgroup. However, this growth was not enough to meet the other accountability measures for this goal.

ACTION PLAN

FLACS I will strive to maintain consistency in its data collection and reporting in the upcoming charter terms. FLACS I will continue to administer the *NWEA MAP Growth* three times a year; this assessment can be given regardless of possible future changes to the modality of instruction. FLACS I will continue to administer this exam even after the NYSTP restarts. FLACS I demonstrated success in administering these exams to students who were fully remote, and anticipates that even if some students remain fully remote, it can either have students test in person or refine the protocols in place to successfully test students from a remote location.

The data that have been discussed in this report highlight some "missed learning" from the 2020-2021 school year. As such, the school and the network as a whole have put into place an action plan to address this "missed learning" in the 2021-22 school year.

In 2021-22, with a return to in person learning for the entire school, FLACS I anticipates accelerated growth in student's mathematical learning. FLACS I believes it is critical that students continue to be exposed to grade level tier 1 instruction during whole group instruction, even if they are currently performing below level. Teachers will scaffold instruction to help students access this grade level instruction in mathematics. Coaches and administrators will be working with teachers to strengthen the ways in which teachers scaffold these experiences. The core curriculum maps have undergone a refresh to emphasize which foundational skills are critical for students to access the grade level content and to provide resources for teachers to build that foundational knowledge in the moment.

Before each unit in mathematics, students will take a pre-assessment that assesses student's readiness for the current unit through questions about the requisite foundational knowledge needed for the new unit. Based on these results, teachers will plan to modify whole group instruction and/or provide intensive support to students in small groups.

In advance the network and school teams identified areas in which there is a larger potential for missed learning from the previous grade level by interviewing teachers and looking at assessment results. FLACS elementary schools use a supplementary program *Every Day Counts*, which is a 15-minute calendar based math routine. In the upcoming year, this routine will be used to strategically address areas where there was identified missed learning or to build foundational knowledge for upcoming units.

FLACS schools will continue to use *DreamBox* mathematics to provide individualized math support to students. Emphasis will be placed on small group instruction in mathematics to help meet the needs of individual students.

FLACS I will continue to provide professional development through coaching and whole staff sessions to support differentiating instruction and scaffolding learning for students not yet at grade level standards.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

BACKGROUND

FLACS I continued to use *Amplify Science* as its core science program for all grade levels, expanding into grades 3 and 4 for the first time this year. This phenomena-based program is aligned with the Next Generation Science Standards and integrates interactive digital tools and hands-on activities, to teach students how to think, read, write, and argue like real scientists and engineers. Each Amplify Science unit is structured around a unit-specific learning progression, called the Progress Build. The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning. It organizes the sequence of instruction, defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.

In addition to using *Amplify Science* in middle school, resources from *New Visions* were used for the eighth grade living environment course.

FLACS was remote this year and science instruction was synchronous with live instruction throughout the year. Because of this, teachers were able to simulate many of the experiences that they would have had in person. Because science was taught remotely, some aspects of the science program, such as those hands-on experiences, needed to be adapted. In some cases, if the materials were accessible to students in their homes, students worked on these hands-on experiences in their homes. Other times, teachers would model these experiences for students to observe or would show videos of others modeling these. At times, the instructional sequence was shifted to replace these. Virtual simulations, which feature prominently in grades two and up, were accessible to students. In the remote environment, FLACS made use of "@Home" resources that were developed by *Amplify Science*, which include adapted learning materials and experiences for use in the remote setting. To prepare for the year, teachers participated in training from *Amplify Science* in utilizing these resources in August before students started the year.

Teachers used curriculum based assessment materials from *Amplify Science.* In April 2021, all students in grades 3-5 took the NWEA MAP Growth Science. This assessment was brought in to provide a consistent science assessment for all grades to measure growth over time and the overall success of the science program.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student achievement in science: NWEA MAP

The test was administered in April. NWEA reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. NWEDA does not provide a linking study for the NYSTP in Science. FLACS has reported on the percentage of students enrolled in at least their second year who are at or above the 50 percentile.

RESULTS AND EVALUATION

In lieu of a target that was assigned to the school, FLACS set a target of having 75% of their students enrolled in at least their second year in grades 3 through 5 at or above the 50 percentile in Science.

At FLACS I, 38.1% of students enrolled in at least their second year scored at or above the 50th percentile. FLACS I did not meet the target of 75%. Grades 3 and 5 had relatively higher performance with 41.8% and 40.5% of students enrolled in at least their second year scoring at or above the 50th percentile.

FLACS has been adopting this new science curriculum over the last three years to meet the demands of the more rigorous Next Generation State Standards. The first year of the program was in 2018-2019 with grades K and 1. The following year the program was extended to grade 2 and 5. Grade 3 and 4 started using the program in 2020-21. As such, many of the grades only used the new NGSS aligned curriculum during the pandemic and had to make significant modifications to teach this subject remotely.

Because FLACS used this assessment for the first time in Spring 2021, there is no available growth data for students, though FLACS will have this data in the future to utilize. This is an advantage over the NYS science assessment, with which there is no way to measure growth. While FLACS cannot

compare its performance to other schools in New York State, it can use the national norms to gauge student's proficiency relative to a national sample.

End of Year Performance on 2020 21 NWEA MAP Science Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent at or above 50 percentile	Number Tested	Percent at or above 50 percentile	Number Tested
3	40.3	72	41.8	67
4	32.1	56	31.4	51
5	40.8	49	40.5	42
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	37.9	177	38.1	160

ADDITIONAL CONTEXT AND EVIDENCE

FLACS administered the science assessment remotely. The challenges of ensuring testing integrity and uniform testing conditions in the remote modality, and how FLACS strove to overcome these difficulties, have been discussed previously in this report. As with ELA and Math, the vast majority of students participated in the administration of the science assessment (94.7%, FLACS I).

There are no normed studies to compare the performance of students on the NWEA MAP Growth Science to the New York State Testing Program, and therefore it is difficult to compare these results with previous science achievement and difficult the efficacy of the goal that FLACS set for the year. However, the percentiles themselves are normed with a national sample which does give some indication of how students have performed relative to students nationwide.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

While there was no defined goal for science for 2020-21, this year will serve as a benchmark for further growth.

ACTION PLAN

Across all of its schools, FLACS began using the NWEA MAP Growth Science Exam in grades 3 through 5 to measure science understanding. FLACS will continue to administer this exam at least once each year at these grade levels. As this exam is given via computer, it may be administered remotely or in person to provide continuity across different learning environments.

The results of the science assessment indicate that there may be some missed learning in science and serve as a baseline against which future student growth can be measured. Consistent with its approach in ELA and Mathematics, FLACS will continue to push forward with rigorous grade level instruction in science, rather than trying to reteach missed concepts. Because *Amplify Science* is

aligned with the NGSS, there is opportunity to build any foundational knowledge in the cross cutting concepts and interconnections afforded by this curriculum compared to programs with a more discrete approach.

In the 2021-22 school year, FLACS plans to return to using the full version of the program as it anticipates most or all students will be back in person. FLACS does not intend to bring in additional resources for science instruction outside *Amplify Science*. Whereas in the previous school year teachers adapted many materials for the virtual environment, this year will be about fidelity to the approach. The 2019-20 was the first year that the program was used for grades 2, 7 and 8 and the 2020-21 school year was the first year that the program was implemented in grades 3 and 4. The school anticipates that there will be growth in student learning as a result of being able to have more fidelity to the hands-on portions of the program. Teachers will also have continued professional development about unpacking the next generation science standards and how to implement the *Amplify Curriculum* effectively. Teachers will also have professional development in how to embed support for students in the grade level content to scaffold the instruction for students who are lower performing in science. This will include, but not limited to, pre-teaching vocabulary and concepts to students, using visuals and multimedia and increasing the amount of time that students engage with the content in guided small group and independent work compared with teacher guided instruction. Trainers from *Amplify Science* will work with teachers at the beginning of the year and in a coaching context throughout the year.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school's ESSA status is "Good Standing".

ADDITIONAL EVIDENCE

The school has been in "Good Standing" each year of the current charter term.

Accountability Status by Year

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

FAMILY LIFE ACADEMY CHARTER SCHOOLS

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021
(With Comparative Totals for 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Family Life Academy Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Family Life Academy Charter Schools (the "Organization"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Family Life Academy Charter Schools as of June 30, 2021, 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.

Report on Summarized Comparative Information

We have previously audited Family Life Academy Charter Schools' June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report date October 14, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it is derived.

Other Report Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2021 on our consideration of Family Life Academy Charter Schools' 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 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 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 Family Life Academy Charter Schools' internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 14, 2021

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021
(With Comparative Totals for 2020)

ASSETS	June 30, 2021	June 30, 2020
CURRENT ASSETS		
Cash and cash equivalents	$ 12,555,701	$ 9,460,803
Certificate of deposit	2,351,045	2,324,295
Grants and other receivables	2,393,507	1,694,306
Prepaid expenses and other current assets	336,792	433,194
TOTAL CURRENT ASSETS	17,637,045	13,912,598
PROPERTY AND EQUIPMENT, net	3,927,028	3,301,987
OTHER ASSETS		
Security deposits	305,305	305,305
Cash in escrow	175,000	175,000
Due from related party	51,732	57,232
	532,037	537,537
TOTAL ASSETS	$ 22,096,110	$ 17,752,122
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Current portion of capital leases payable	$ 84,222	$ 64,616
Accounts payable and accrued expenses	441,653	335,185
Accrued payroll and benefits	1,435,024	1,306,321
Vacation accrual	474,204	399,538
Deferred revenue	151,437	211,037
TOTAL CURRENT LIABILITIES	2,586,540	2,316,697
OTHER LIABILITIES		
Capital leases payable	53,466	30,474
Deferred lease incentive	445,482	412,791
Deferred rent payable	2,093,074	4,190,447
Long term debt	2,571,253	2,571,253
	5,163,275	7,204,965
TOTAL LIABILITIES	7,749,815	9,521,662
NET ASSETS		
Without donor restrictions	13,830,373	7,720,344
With donor restrictions	515,922	510,116
	14,346,295	8,230,460
TOTAL LIABILITIES AND NET ASSETS	$ 22,096,110	$ 17,752,122

The accompanying notes are an integral part of the financial statements.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30,			
	2021			2020
	Without donor restrictions	With donor restrictions	Total	Total
Revenue, gains and other support:				
Public school district:				
Resident student enrollment	$ 23,299,624	$ -	$ 23,299,624	$ 22,471,834
Students with disabilities	853,403	-	853,403	640,803
Grants and contracts:				
State and local	146,371	-	146,371	389,415
Federal - Title and IDEA	1,307,586	-	1,307,586	959,975
Federal - other	1,042,804	-	1,042,804	353,875
Food service/Child Nutrition Program	553,501	-	553,501	558,028
NYC DOE rental assistance	3,806,099	-	3,806,099	3,961,641
TOTAL REVENUE, GAINS AND OTHER SUPPORT	31,009,388	-	31,009,388	29,335,571
Expenses:				
Program services:				
Regular education	21,948,726	-	21,948,726	21,838,209
Special education	2,962,614	-	2,962,614	2,395,708
Total program services	24,911,340	-	24,911,340	24,233,917
Management and general	3,519,023	-	3,519,023	3,299,328
Fundraising and special events	172,410	-	172,410	165,406
TOTAL OPERATING EXPENSES	28,602,773	-	28,602,773	27,698,651
SURPLUS FROM SCHOOL OPERATIONS	2,406,615	-	2,406,615	1,636,920
Support and other revenue:				
Contributions:				
Foundations	209,180	178,400	387,580	1,462,100
Individuals	4,445	-	4,445	4,805
Corporations	10,819	-	10,819	-
In-kind	8,375	-	8,375	-
Fundraising	180	-	180	1,502
Interest income	121,297	-	121,297	162,750
Gain on lease termination	3,176,524	-	3,176,524	-
Other income	-	-	-	348
Net assets released from restriction	172,594	(172,594)	-	-
TOTAL SUPPORT AND OTHER REVENUE	3,703,414	5,806	3,709,220	1,631,505
CHANGE IN NET ASSETS	6,110,029	5,806	6,115,835	3,268,425
Net assets at beginning of year	7,720,344	510,116	8,230,460	4,962,035
NET ASSETS AT END OF YEAR	$ 13,830,373	$ 515,922	$ 14,346,295	$ 8,230,460

The accompanying notes are an integral part of the financial statements.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

		Year ended June 30,							
		2021							2020
		Program Services			Supporting Services				
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total
Personnel services costs:									
Administrative staff personnel	65	$ 3,509,961	$ 547,702	$ 4,057,663	$ 1,739,581	$ 144,240	$ 1,883,821	$ 5,941,484	$ 5,197,844
Instructional personnel	144	7,194,199	892,790	8,086,989	-	-	-	8,086,989	7,101,060
Non-instructional personnel	23	761,320	92,318	853,638	85,995	-	85,995	939,633	1,639,805
Total personnel services costs	232	11,465,480	1,532,810	12,998,290	1,825,576	144,240	1,969,816	14,968,106	13,938,709
Fringe benefits and payroll taxes		2,065,067	271,877	2,336,944	277,240	19,994	297,234	2,634,178	2,378,289
Retirement		207,343	29,252	236,595	51,768	4,787	56,555	293,150	246,763
Legal service		-	-	-	44,379	-	44,379	44,379	22,721
Accounting / audit services		-	-	-	53,800	-	53,800	53,800	54,700
Other purchased / professional / consulting services		66,546	9,966	76,512	156,754	1,650	158,404	234,916	237,773
Building and land rent / lease		5,162,298	652,982	5,815,280	263,740	-	263,740	6,079,020	6,708,487
Repairs and maintenance		378,281	48,253	426,534	29,973	-	29,973	456,507	510,207
Insurance		6,422	803	7,225	208,319	-	208,319	215,544	191,259
Utilities		227,987	28,287	256,274	11,599	-	11,599	267,873	325,837
Supplies / materials		464,835	57,700	522,535	-	-	-	522,535	427,423
Equipment / furnishings		13,253	1,770	15,023	682	-	682	15,705	28,418
Staff development		73,694	8,828	82,522	19,793	-	19,793	102,315	288,247
Marketing / recruitment		-	-	-	153,442	-	153,442	153,442	129,440
Technology		116,258	14,896	131,154	235,699	-	235,699	366,853	243,500
Food services		527,626	65,096	592,722	-	38	38	592,760	620,033
Student services		165,148	105,633	270,781	-	-	-	270,781	196,750
Office expense		231,147	27,678	258,825	42,915	1,701	44,616	303,441	375,984
Depreciation and amortization		777,341	106,783	884,124	117,191	-	117,191	1,001,315	759,846
Other		-	-	-	26,153	-	26,153	26,153	14,265
		$ 21,948,726	$ 2,962,614	$ 24,911,340	$ 3,519,023	$ 172,410	$ 3,691,433	$ 28,602,773	$ 27,698,651

The accompanying notes are an integral part of the financial statements.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30, 2021	Year ended June 30, 2020
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 6,115,835	$ 3,268,425
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	1,001,315	759,846
(Gain) loss on sale of property and equipment	(42,623)	4,205
Gain on lease termination	(3,176,524)	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(699,201)	(727,212)
Prepaid expenses and other current assets	96,402	(118,199)
Security deposits	-	14,005
Accounts payable and accrued expenses	106,468	(299,337)
Accrued payroll and benefits	128,703	334,952
Vacation accrual	74,666	59,692
Deferred revenue	(59,600)	(1,461,913)
Deferred lease incentive	32,691	(21,255)
Deferred rent payable	1,079,151	1,150,176
NET CASH PROVIDED FROM OPERATING ACTIVITIES	4,657,283	2,963,385
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(1,490,550)	(923,327)
Proceeds from sale of property and equipment	67,497	-
Purchase of certificate of deposit	(26,750)	(55,293)
Change in due from related party	5,500	6,000
NET CASH USED FOR INVESTING ACTIVITIES	(1,444,303)	(972,620)
CASH FLOWS - FINANCING ACTIVITIES		
Repayments of capital leases payable	(118,082)	(194,743)
Borrowings of long term debt	-	2,571,253
NET CASH (USED FOR) PROVIDED FROM FINANCING ACTIVITIES	(118,082)	2,376,510
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	3,094,898	4,367,275
Cash and cash equivalents and restricted cash at beginning of year	9,635,803	5,268,528
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	$ 12,730,701	$ 9,635,803

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30,	
	2021	2020
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION		
Cash paid during the year for:		
Interest	$ 26,153	$ 4,604
NON CASH INVESTING AND FINANCING ACTIVITIES		
Capital lease payable incurred in connection with purchase of property and equipment	$ 160,680	$ 102,233

The accompanying notes are an integral part of the financial statements.

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Organization

Family Life Academy Charter Schools (the "Organization") is an educational corporation operating in the borough of the Bronx, New York and is comprised of various individual charter schools.

Family Life Academy Charter School I ("FLACS I") is a charter school that operates under the Organization in the borough of the Bronx, New York. On May 14, 2001, the Board of Regents of the University of the State of New York granted FLACS I a provisional charter valid for a term of five years and renewable upon expiration. On May 20, 2008, August 19, 2013 and February 13, 2018, FLACS I obtained a five year renewal, which expires June 30, 2023.

Family Life Academy Charter School II ("FLACS II") is a charter school that operates under the Organization in the borough of the Bronx, New York. On September 13, 2011, the Board of Regents of the University of the State of New York granted FLACS II a provisional charter valid for a term of five years and renewable upon expiration. On March 8, 2017, FLACS II obtained a five year renewal, which currently expires July 31, 2022.

On March 31, 2014, the Board of Regents of the University of the State of New York amended the FLACS I charter agreement permitting additional schools under FLACS I's educational corporation. During the 2014 fiscal year, FLACS I added Family Life Academy Charter School III ("FLACS III") under its expanded charter. FLACS III had the authority to operate through July 31, 2019. On May 27, 2019, FLACS III obtained a five year renewal, which expires July 31, 2024.

FLACS I, FLACS II, and FLACS III are schools in a predominately Latino community in the South Bronx. They seek to empower New York City English language learners in grades Kindergarten through Grade 8 to achieve high standards in English and to help them take responsibility for their own learning and encourage them to explore and affirm human values.

Family Life Academy Charter Schools Network ("FLACS N") is a division of the educational corporation operating as a charter school management organization. FLACS N's purpose is to manage and support a network of open-enrollment free charter schools committed to high academic standards, merit, citizenship and responsibility in New York City's neediest neighborhoods.

On June 6, 2019, the Board of Regents of the University of the State of New York amended the FLACS I charter agreement permitting additional schools under FLACS I's educational corporation. During the 2019 fiscal year, FLACS I added Family Life Academy Charter School IV ("FLACS IV") under its expanded charter. FLACS IV is expected to open September 2022.

Basis of presentation

The accompanying financial statements include the accounts of FLACS I, FLACS II, FLACS III, FLACS IV and FLACS N (collectively referred to as the "Organization"). All intercompany balances and transactions have been eliminated in the accompanying financial statements.

Basis of accounting

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

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Organization, the accounts of the Organization are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Organization.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. Net assets with donor restrictions were $515,922 and $510,116 at June 30, 2021 and 2020, respectively.

Revenue recognition

Revenue from Exchange Transactions: The Organization recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Organization records substantially all revenues over time as follows:

Public school district revenue

The Organization recognizes revenue as educational programming is provided to students throughout the year. The Organization earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Organization. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Organization and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Organization to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the Organization can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Grants and contracts receivables	$ 44,183	$ 319,411	$ 28,114

Contributions

The Organization recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions received are recorded as without donor restrictions or with donor restrictions depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as without donor restricted revenue.

Contributions are recorded as with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position and amounted to $151,437 and $211,037 at June 30, 2021 and 2020, respectively. The Organization received cost-reimbursement grants of approximately $146,970 and $433,325 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Cash and cash equivalents

Cash and cash equivalents are maintained in certain financial institutions located in New York and are insured by the FDIC up to $250,000 at each institution. The Organization considers all highly liquid investments purchased with a maturity of three months or less to be cash equivalents. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Organization has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Cash in escrow

The Organization maintains cash in an escrow account, in accordance with the terms of its Charter Agreement. A portion of the escrow account is invested in a certificate of deposit with a maturity date of July 2021.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from two to fifteen years.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

Deferred revenue

The Organization records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Certificate of deposit

The Organization maintains its certificate of deposit at a financial institution. The balance is insured at the financial institution up to $250,000 by the FDIC. At times the Organization's balance may exceed federally insured limits. The Organization has not experienced any losses in such account and does not believe it is exposed to any significant risk. Certificate of deposit has a maturity date of July 2021.

Tax exempt status

The Organization is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Organization files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Organization believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributed goods and services

The Organization receives contributed services from volunteers to serve on the Board of Trustees. In addition, the Organization received transportation services, special education services and a school nurse for the students from the local district. The Organization was unable to determine a value for these services.

The Organization received contributed professional development and programming services and contributed goods which were valued at approximately $8,400 for the year ended June 30, 2021. These amounts are included in in-kind revenue in the accompanying statement of activities and changes in net assets. The Organization did not receive any contributed services or goods for the year ended June 30, 2020.

Marketing costs

The Organization expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $153,000 and $129,000 for the years ended June 30, 2021 and 2020, respectively.

Comparative information for the year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2020 from which the summarized information was derived.

Use of estimates in the preparation of financial statements

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 disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Organization is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Organization's financial position or results of operations.

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Organization is currently evaluating the provisions of this update to determine the impact it will have on the Organization's financial statements.

Subsequent events

The Organization has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 14, 2021, which is the date the financial statements are available to be issued. See Note M.

NOTE B: LIQUIDITY AND AVAILABILITY

The Organization regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Organization's main source of liquidity is its cash and cash equivalents accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Organization considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Organization operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Organization's cash and shows positive cash generated by operations for fiscal year 2021 and 2020.

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	June 30, 2021	June 30, 2020
Cash and cash equivalents	$ 12,555,701	$ 9,460,803
Certificate of deposit	2,351,045	2,324,295
Grants and other receivables	2,393,507	1,694,306
Total financial assets available within one year	17,300,253	13,479,404
Less:		
Amounts unavailable for general expenditures within one year, due to:		
Restricted by donors with purpose restrictions	(515,922)	(510,116)
Total amount unavailable for general expenditures within one year	(515,922)	(510,116)
Total financial assets available to management for general expenditures within one year	$ 16,784,331	$ 12,969,288

The Organization has a $400,000 line of credit that they could draw upon in the event of unanticipated liquidity needs. At June 30, 2021 and 2020, there were no amounts outstanding on this line.

NOTE C: RELATED PARTY TRANSACTIONS

FLACS N receives a management allocation from FLACS I, FLACS II, and FLACS III (the "Charter Schools"). The Organization pays for certain operating expenses that benefit the entire organization and then allocates to each Charter School a percentage of these expenses based on the full-time equivalent student enrollment at each Charter School. FLACS N was allocated $1,085,180 from FLACS I, $2,339,862 from FLACS II, and $670,915 from FLACS III for the year ended June 30, 2021. FLACS N was allocated $1,103,391 from FLACS I, $2,083,750 from FLACS II, and $687,738 from FLACS III for the year ended June 30, 2020.

Classrooms and office facilities of FLACS I are leased from LPAC, whose President is a member of the Board of the Organization. See Note G for further details and future minimum lease payments. During the years ended June 30, 2021 and 2020, the Organization had approximately $52,000 and $57,000, respectively, of receivables from LPAC.

NOTE C: RELATED PARTY TRANSACTIONS, Cont'd

The Organization is a guarantor of a mortgage in the name of LPAC. The term of the guarantee on the LPAC mortgage is through January 2018, at which time an option to extend for an additional 5 years was granted, until January 2023. The Organization would be required to pay the loan in the event of default and as of June 30, 2021 and 2020, the outstanding balance of the mortgage note is approximately $1,503,000 and $1,578,000, respectively. At June 30, 2021 and 2020, the maximum amount of future payments (undiscounted) the Organization could be required to make under the guarantee is $2,145,000 and $2,332,000, respectively.

During August 2017, the Organization became the guarantor of multiple loans of CG Educational Holdings, Inc. ("CG"). Prior to November 2016, the Organization held a membership interest in CG; however, in November 2016, the Organization transferred and assigned its membership interest to LPAC; therefore, CG is now wholly owned by LPAC. The loans are for the acquisition and remodeling of a building for a middle school leased to FLACS II, see Note G for more information. The loans were paid in full in December 2020; therefore, the guarantees are no longer in effect and the lease agreement was terminated.

During December 2020, HB Foundation ("HB"), a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code was formed. HB is the sole member of Highbridge Facilities LLC ("Highbridge"). Highbridge issued bonds to purchase the properties of FLACS II middle school, FLACS III and the property where FLACS IV will be located. The Organization became the guarantor of the bonds. The aggregate principal balance of the bonds at June 30, 2021 was approximately $125,100,000. At June 30, 2021, the maximum potential amount of future payments (undiscounted) the guarantor could be required to make under the guarantee was approximately $277,858,307. The Organization fully expects the bond payable will be repaid by Highbridge in accordance with its terms.

In connection with the bond agreement, the Organization must comply with certain covenants. The Organization was in compliance with these covenants for the year ended June 30, 2021.

The lease agreements for the FLACS II middle school and FLACS III facilities were terminated in December 2020. In December 2020, the Organization entered into lease agreements with Highbridge for the FLACS II middle school, FLACS III and FLACS IV facilities. See Note G.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	June 30, 2021	June 30, 2020
Leasehold improvements	$ 4,550,988	$ 4,122,093
Furniture and fixtures	1,765,620	1,532,473
Computers and equipment	3,180,147	2,513,359
	9,496,755	8,167,925
Less accumulated depreciation and amortization	5,569,727	4,865,938
	$ 3,927,028	$ 3,301,987

At June 30, 2021, $297,269 of construction in progress was included in leasehold improvements; which was mainly for a future building project for FLACS IV and for improvements to the FLACS II middle school facility expected to be utilized in the 2022 school year. At June 30, 2020, $93,433 of construction in progress was included in leasehold improvements; which was mainly for a future building project for FLACS I and for improvements to the FLACS II middle school facility expected to be utilized in the 2021 school year.

No provision for depreciation is made on construction in progress until such time as the relevant assets are completed and put into use. Total depreciation and amortization expense was $1,001,315 and $759,846 for the years ended June 30, 2021 and 2020, respectively.

NOTE E: CAPITAL LEASES PAYABLE

The Organization entered into a capital lease payable during August 2017, payable in annual installments, including interest at .35066% per annum, through September 2019. The capital lease payable is secured by certain equipment. The capital lease had $1,397 outstanding as of June 30, 2020. There was no balance outstanding as of June 30, 2021.

The lease agreement is through August 2020 and is for the right to use certain equipment which is included in property and equipment in the accompanying statement of financial position at June 30, 2021 and 2020. The net book value of this equipment was $92,284 and $171,385 at June 30, 2021 and 2020, respectively.

The Organization entered into a capital lease payable during July 2018, payable in annual installments, including interest at .36052% per annum, through July 2020. The capital lease payable is secured by certain equipment. The capital lease had $27,373 outstanding as of June 30, 2020. There was no balance outstanding as of June 30, 2021.

The lease agreement is through August 2021 and is for the right to use certain equipment which is included in property and equipment in the accompanying statement of financial position at June 30, 2021 and 2020. The net book value of this equipment was $35,222 and $51,478 at June 30, 2021 and 2020, respectively.

NOTE E: CAPITAL LEASES PAYABLE, Cont'd

The Organization entered into a capital lease payable during November 2019, payable in annual installments, including interest at .457% per annum, through August 2021. The capital lease payable is secured by certain equipment. The capital lease had $30,474 and $66,320 outstanding as of June 30, 2021 and 2020, respectively.

The lease agreement is through August 2022 and is for the right to use certain equipment which is included in property and equipment in the accompanying statement of financial position at June 30, 2021 and 2020. The net book value of this equipment was $68,155 and $88,602 at June 30, 2021 and 2020, respectively.

The Organization entered into a capital lease payable during July 2020, payable in annual installments, including interest at .351% per annum, through August 2022. The capital lease payable is secured by certain equipment. The capital lease had $107,214 outstanding as of June 30, 2021.

The lease agreement is through July 2022 and is for the right to use certain equipment which is included in property and equipment in the accompanying statement of financial position at June 30, 2021. The net book value of this equipment was $133,901 at June 30, 2021.

Interest expense related to the capital leases was $26,153 and $4,604 during the years ended June 30, 2021 and 2020, respectively.

The future maturities of the capital leases payable are as follows:

Year ending June 30,	Amount
2022	$ 84,222
2023	53,466
	$ 137,688

NOTE F: EQUIPMENT LEASES

The Organization leases office equipment under non-cancelable lease agreements expiring at various dates through July 2024. The future minimum payments on these agreements are as follows:

Year ending June 30,	Amount
2022	$ 178,655
2023	92,564
2024	28,655
2025	2,388
	$ 302,262

NOTE G: SCHOOL FACILITIES

FLACS I leased classrooms and office facilities under a non-cancelable lease agreement originally expiring in June 2018. The lease was amended effective September 1, 2016 with an expiration date of June 30, 2022 and a revised payment schedule. FLACS I's base rent for the years ended June 30, 2021 and 2020 was $1,037,811 and $1,011,780, respectively. The base rent increased in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid is credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021 and 2020.

Total rent expense relative to this lease was $993,577 for the years ended June 30, 2021 and 2020. In conjunction with this facility lease, FLACS I paid a security deposit of $155,833 which is included in security deposits on the accompanying statement of financial position at June 30, 2021 and 2020.

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2022	$ 1,068,947

FLACS II leases classrooms and office facilities under a non-cancelable lease agreement expiring in June 2038 which they assumed from their former landlord effective January 2015. FLACS II's base rent for the years ended June 30, 2021 and 2020 was $616,397 and $592,690, respectively. The base rent increased in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid is credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021 and 2020. In connection with the assumption of this lease, the former landlord agreed to share in the cost of FLACS II making certain leasehold improvements to the building in accordance with the terms of the agreement. During the year ended June 30, 2021, $58,896 had been advanced to FLACS II in addition to total advances of $526,981 made in prior years and are recorded as a "Deferred lease incentive" on the accompanying statement of financial position. These reimbursements will be recognized as a reduction of rent expense on a straight line basis over the term of the lease. Rent expense relative to this lease was $799,806 for the years ended June 30, 2021 and 2020. Also in conjunction with this facility lease, FLACS II paid a security deposit of $163,477, as of June 30, 2019 and received a credit towards this deposit of $14,005 during 2020, leaving a balance of $149,472 at June 30, 2021 and 2020, which is included in security deposits on the accompanying statement of financial position at June 30, 2021 and 2020.

NOTE G: SCHOOL FACILITIES, Cont'd

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2022	$ 641,053
2023	666,695
2024	693,363
2025	721,098
2026	749,942
Thereafter	11,719,217
	$ 15,191,368

On August 11, 2017, FLACS II signed a lease agreement with CG for a new middle school building as described in Note C. The lease has a twenty year term upon completion of the building. The certificate of occupancy was issued April 30, 2019 and FLACS II had access to the building at that time. Rent payments commenced July 1, 2019 and go through July 1, 2038. The original lease term was schedule to end on June 30, 2039. The base rent for the year ended June 30, 2020 was $2,743,225. The base rent for the period July 1, 2020 through December 31, 2020 was $1,351,255. The base rent increases in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2020. Rent expense relative to this lease was $3,474,784 for the year ended June 30, 2020. As mentioned in Note C, the lease with CG was terminated in December 2020. The deferred rent payable balance was written off and a gain of $1,696,822 was recorded to "Gain on lease termination" in the accompanying statement of activities and changes in net assets for the year ended June 30, 2021.

On December 22, 2020, FLACS II entered into a lease agreement for its middle school with Highbridge. Rent payments commenced January 1, 2021 and go through June 30, 2055. The base rent for the period January 1, 2021 through June 30, 2021 was $993,760. The base rent increases in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021. Rent expense relative to this lease was $3,047,712 for the year ended June 30, 2021.

In connection with the Highbridge agreement, the lease requires certain covenants to be met. The Organization was in compliance with these covenants for the year ended June 30, 2021.

NOTE G: SCHOOL FACILITIES, Cont'd

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2022	$ 2,630,417
2023	2,684,608
2024	2,701,501
2025	2,707,408
2026	2,725,922
Thereafter	75,968,598
	$ 89,418,454

FLACS III leases classrooms and office facilities under an original lease agreement which was scheduled to expire in August 2036. FLACS III's base rent for the year ended June 30, 2020 was $1,040,849. The base rent for the period July 1, 2020 through December 31, 2020 was $504,463. The base rent increased in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2020. Additionally, during the year ended June 30, 2019, a portion of the FLACS III facility was used for FLACS II students, therefore $185,362 of this base rent was allocated to FLACS II. Rent expense relative to this lease was $1,270,553 for the year ended June 30, 2020. The lease with was terminated in December 2020. The deferred rent payable balance was written off and a gain of $1,479,702 was recorded to "Gain on lease termination" in the accompanying statement of activities and changes in net assets for the year ended June 30, 2021.

On December 22, 2020, FLACS III entered into a lease agreement with Highbridge. Rent payments commenced on January 1, 2021 and go through June 30, 2055. FLACS III's base rent for the period January 1, 2021 through June 30, 2021 was $340,224. The base rent increased in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021. Rent expense was $1,081,968 for the year ended June 30, 2021.

In connection with the Highbridge agreement, the lease requires certain covenants to be met. The Organization was in compliance with these covenants for the year ended June 30, 2021.

NOTE G: SCHOOL FACILITIES, Cont'd

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2022	$ 899,706
2023	922,965
2024	920,683
2025	924,939
2026	926,800
Thereafter	25,886,735
	$ 30,481,828

On December 22, 2020, FLACS IV entered into a lease agreement with Highbridge for a new school building as described in Note C. The lease has a thirty-five year term upon completion of the building, and payments are to be determined upon completion of the building. The building is expected to be completed prior to September 2022.

The estimated future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2022	$ -
2023	1,185,000
2024	2,316,000
2025	3,998,465
2026	5,023,465
Thereafter	145,825,895
	$ 158,348,825

The total lease expense for all these leases, as outlined above, was approximately $5,923,000 and $6,546,000 for the years ended June 30, 2021 and 2020, respectively.

NOTE H: RETIREMENT PLAN

The Organization sponsors a 401(k) plan (the "Plan") for all eligible employees that are predominantly funded by employees' contributions. The Organization matches employees' contributions up to 4% of their annual salary. During the years ended June 30, 2021 and 2020, the Organization contributed approximately $281,800 and $240,700, respectively, to the Plan.

NOTE I: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Organization. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE J: CONCENTRATIONS

At June 30, 2021, approximately 98% of grants and other receivables are due from the New York State Department of Education relating to certain grants. During the year ended June 30, 2021, 78% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Organization's students are located.

At June 30, 2020, approximately 86% of grants and other receivables are due from the New York State Department of Education relating to certain grants. During the year ended June 30, 2020 , 79% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Organization's students are located.

NOTE K: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	2021	2020
Undesignated	$ 10,041,033	$ 4,513,447
Invested in property and equipment, net of related debt	3,789,340	3,206,897
	$ 13,830,373	$ 7,720,344

Net assets with donor restrictions are as follows:

	June 30,	
	2021	2020
Music program	$ 5,816	$ 7,087
Wellness program	2,141	2,141
Display boards	15,000	-
Rental assistance	375,000	375,000
Middle school art curriculum	835	-
High school placement program	97,836	116,878
Middle school theater curtains	-	9,010
Healthy farm box project	4,125	-
K-2 home library project	10,819	-
Professional development program	4,350	-
	$ 515,922	$ 510,116

NOTE L: LINE OF CREDIT

In July 2018, the Organization entered into a line of credit agreement with a bank with maximum borrowings of $400,000. The line bears interest at the prime rate plus 2% per annum and is secured primarily by the assets of the Organization. There was no balance outstanding at June 30, 2021 or 2020. The line expires in November 2021.

NOTE M: LONG TERM DEBT

In response to the COVID-19 outbreak, in April 2020 the Organization applied for and was approved by a bank for a loan of $2,571,523 through the Paycheck Protection Program established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Organization. The loan was funded on May 5, 2020. Due to the potential of forgiveness, repayment terms have not been finalized as of June 30, 2021; therefore, the entire balance has been classified as long-term at June 30, 2021 and 2020. On August 25, 2021, the loan was forgiven in full.

NOTE N: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE O: CASH AND CASH EQUIVALENTS AND RESTRICTED CASH

Cash and cash equivalents and restricted cash balances at June 30, 2021 and 2020 consisted of the following:

	June 30,	
	2021	2020
Cash and cash equivalents	$ 12,555,701	$ 9,460,803
Cash in escrow	175,000	175,000
	$ 12,730,701	$ 9,635,803

NOTE P: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus (the "COVID-19 outbreak") and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Organization's financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Organization is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Organization has recognized $737,354 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE Q: RENEWAL PROCESS

The Organization is currently in the process of renewing its charters as part of an effort to synchronize the renewal timeline for all FLACS schools. The charter for FLACS I currently expires July 31, 2023, the Charter for FLACS II currently expires July 31, 2022 and the charter for FLACS III currently expires July 31, 2024. The renewal process includes review by the State University of New York Charter Schools Institute (CSI) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. The Organization has submitted its application for renewal of all schools. Upon review of the application and results, CSI will determine if the charters should be renewed for an additional term ending July 31, 2027. At this time, Management of the Organization expects the charters of all schools to be renewed.

FAMILY LIFE ACADEMY CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Family Life Academy Charter Schools

We have audited the financial statements of Family Life Academy Charter Schools as of and for the year ended June 30, 2021, and have issued our report thereon dated October 14, 2021, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The financial information hereinafter 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 for the year ended June 30, 2021, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 14, 2021

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION BY CHARTER

JUNE 30, 2021

ASSETS	Family Life Academy Charter School I	Family Life Academy Charter School II	Family Life Academy Charter School III	Family Life Academy Charter School IV	Family Life Academy Charter School Network	Eliminations	Total
CURRENT ASSETS							
Cash and cash equivalents	$ 1,509,606	$ 4,182,895	$ 2,728,805	$ 426,378	$ 3,708,017	$ -	$ 12,555,701
Certificate of deposit	34,899	2,316,146	-	-	-	-	2,351,045
Grants and other receivables	477,658	932,433	433,466	-	549,950	-	2,393,507
Interschool receivables	285,298	-	-	-	35,354	(320,652)	-
Prepaid expenses and other current assets	95,252	161,020	49,866		30,654		336,792
TOTAL CURRENT ASSETS	2,402,713	7,592,494	3,212,137	426,378	4,323,975	(320,652)	17,637,045
PROPERTY AND EQUIPMENT, net	490,193	2,651,090	398,872	50,000	336,873	-	3,927,028
OTHER ASSETS							
Security deposits	155,833	149,472	-	-	-	-	305,305
Cash in escrow	175,000	-	-	-	-	-	175,000
Due from related party	51,732		-		-		51,732
	382,565	149,472					532,037
TOTAL ASSETS	$ 3,275,471	$ 10,393,056	$ 3,611,009	$ 476,378	$ 4,660,848	$ (320,652)	$ 22,096,110

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FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION BY CHARTER, Cont'd

JUNE 30, 2021

LIABILITIES AND NET ASSETS	Family Life Academy Charter School I	Family Life Academy Charter School II	Family Life Academy Charter School III	Family Life Academy Charter School IV	Family Life Academy Charter School Network	Eliminations	Total
CURRENT LIABILITIES							
Current portion of capital leases payable	$ 30,474	$ -	$ -	$ -	$ 53,748	$ -	$ 84,222
Accounts payable and accrued expenses	74,379	153,022	67,197	-	147,055	-	441,653
Interschool payables	-	185,891	84,761	50,000	-	(320,652)	-
Accrued payroll and benefits	363,776	732,436	251,060	-	87,752	-	1,435,024
Vacation accrual	78,609	210,071	71,683	-	113,841	-	474,204
Deferred revenue	6,302	10,248	134,887				151,437
TOTAL CURRENT LIABILITIES	553,540	1,291,668	609,588	50,000	402,396	(320,652)	2,586,540
OTHER LIABILITIES							
Capital leases payable	-	-	-	-	53,466	-	53,466
Deferred lease incentive	-	445,482	-	-	-	-	445,482
Deferred rent payable	75,368	1,911,236	106,470	-	-	-	2,093,074
Long term debt	-				2,571,253		2,571,253
	75,368	2,356,718	106,470		2,624,719		5,163,275
TOTAL LIABILITIES	628,908	3,648,386	716,058	50,000	3,027,115	(320,652)	7,749,815
NET ASSETS							
Without donor restrictions	2,623,606	6,645,999	2,894,951	51,378	1,614,439	-	13,830,373
With donor restrictions	22,957	98,671		375,000	19,294		515,922
	2,646,563	6,744,670	2,894,951	426,378	1,633,733		14,346,295
TOTAL LIABILITIES AND NET ASSETS	$ 3,275,471	$ 10,393,056	$ 3,611,009	$ 476,378	$ 4,660,848	$ (320,652)	$ 22,096,110

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2021

	Family Life Academy Charter School I	Family Life Academy Charter School II	Family Life Academy Charter School III	Family Life Academy Charter School IV	Family Life Academy Charter School Network	Eliminations	Total
Revenue, gains and other support:							
Public school district:							
Resident student enrollment	$ 6,649,850	$ 12,729,725	$ 3,920,049	$ -	$ -	$ -	$ 23,299,624
Students with disabilities	171,632	611,971	69,800	-	-	-	853,403
Grants and contracts:							
State and local	55,538	70,693	20,140	-	-	-	146,371
Federal - Title and IDEA	353,537	685,427	268,622	-	-	-	1,307,586
Federal - other	242,962	572,472	177,420	-	49,950	-	1,042,804
Food service/Child Nutrition Program	174,096	266,526	112,879	-	-	-	553,501
NYC DOE rental assistance	-	2,961,412	844,687			-	3,806,099
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,647,615	17,898,226	5,413,597	-	49,950	-	31,009,388
Expenses:							
Program services:							
Regular education	5,413,193	12,288,098	4,112,264	-	1,757,169	(1,621,998)	21,948,726
Special education	683,747	1,835,597	407,169		445,697	(409,596)	2,962,614
Total program services	6,096,940	14,123,695	4,519,433	-	2,202,866	(2,031,594)	24,911,340
Management and general	858,740	1,912,544	584,538	-	2,071,917	(1,908,716)	3,519,023
Fundraising and special events	41,674	89,896	25,765		170,722	(155,647)	172,410
TOTAL OPERATING EXPENSES	6,997,354	16,126,135	5,129,736		4,445,505	(4,095,957)	28,602,773
SURPLUS (DEFICIT) / FROM SCHOOL OPERATIONS	650,261	1,772,091	283,861	-	(4,395,555)	4,095,957	2,406,615
Support and other revenue:							
Contributions:							
Foundations	15,000	42,000	-	50,000	280,580	-	387,580
Individuals	-	-	-	-	4,445	-	4,445
Corporations	-	-	-	-	10,819	-	10,819
In-kind	2,375	3,625	-2,375	-	-	-	8,375
Management fee income	-	-	-	-	4,095,957	(4,095,957)	-
Fundraising	-	-	7	-	173	-	180
Interest income	34,292	56,231	14,440	1,378	14,956	-	121,297
Gain on lease termination	-	1,696,822	1,479,702				3,176,524
TOTAL SUPPORT AND OTHER REVENUE	51,667	1,798,678	1,496,524	51,378	4,406,930	(4,095,957)	3,709,220
CHANGE IN NET ASSETS	701,928	3,570,769	1,780,385	51,378	11,375	-	6,115,835
Net assets at beginning of year	1,944,635	3,173,901	1,114,566	375,000	1,622,358	-	8,230,460
NET ASSETS AT END OF YEAR	$ 2,646,563	$ 6,744,670	$ 2,894,951	$ 426,378	$ 1,633,733	$ -	$ 14,346,295

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER –
FAMILY LIFE ACADEMY CHARTER SCHOOL I

YEAR ENDED JUNE 30, 2021

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
Personnel services costs:								
Administrative staff personnel	9	$ 581,943	$ 67,129	$ 649,072	$ 111,884	$ -	$ 111,884	$ 760,956
Instructional personnel	41	1,944,945	224,356	2,169,301	-	-	-	2,169,301
Non-instructional personnel	8	291,064	33,575	324,639	28,604	-	28,604	353,243
Total personnel services costs	58	2,817,952	325,060	3,143,012	140,488	-	140,488	3,283,500
Fringe benefits and payroll taxes		559,172	64,502	623,674	27,877	-	27,877	651,551
Retirement		44,753	5,162	49,915	2,231	-	2,231	52,146
Other purchased / professional / consulting services		449,291	111,145	560,436	527,319	41,674	568,993	1,129,429
Building and land rent / lease		852,704	98,362	951,066	42,511	-	42,511	993,577
Repairs and maintenance		83,351	9,615	92,966	4,156	-	4,156	97,122
Insurance		1,723	199	1,922	54,442	-	54,442	56,364
Utilities		65,779	7,588	73,367	3,279	-	3,279	76,646
Supplies / materials		124,289	14,337	138,626	-	-	-	138,626
Equipment / furnishings		641	74	715	32	-	32	747
Staff development		33,614	3,878	37,492	266	-	266	37,758
Technology		28,395	3,275	31,670	45,131	-	45,131	76,801
Food services		136,193	15,710	151,903	-	-	-	151,903
Student services		29,627	3,418	33,045	-	-	-	33,045
Office expense		45,601	5,260	50,861	4,023	-	4,023	54,884
Depreciation and amortization		140,108	16,162	156,270	6,985	-	6,985	163,255
Other		-	-	-	-	-	-	-
		$ 5,413,193	$ 683,747	$ 6,096,940	$ 858,740	$ 41,674	$ 900,414	$ 6,997,354

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER –
FAMILY LIFE ACADEMY CHARTER SCHOOL II

YEAR ENDED JUNE 30, 2021

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
Personnel services costs:								
Administrative staff personnel	21	$ 1,265,564	$ 178,310	$ 1,443,874	$ 243,878	$ -	$ 243,878	$ 1,687,752
Instructional personnel	75	3,894,969	548,777	4,443,746	-	-	-	4,443,746
Non-instructional personnel	11	327,262	46,109	373,371	40,140	-	40,140	413,511
Total personnel services costs	107	5,487,795	773,196	6,260,991	284,018	-	284,018	6,545,009
Fringe benefits and payroll taxes		1,004,662	141,551	1,146,213	51,996	-	51,996	1,198,209
Retirement		86,932	12,248	99,180	4,499	-	4,499	103,679
Other purchased / professional / consulting services		959,491	239,467	1,198,958	1,135,120	89,858	1,224,978	2,423,936
Building and land rent / lease		3,308,919	466,206	3,775,125	171,251	-	171,251	3,946,376
Repairs and maintenance		216,634	30,523	247,157	11,212	-	11,212	258,369
Insurance		3,606	508	4,114	113,026	-	113,026	117,140
Utilities		121,197	17,076	138,273	6,272	-	6,272	144,545
Supplies / materials		191,066	26,920	217,986	-	-	-	217,986
Equipment / furnishings		11,073	1,560	12,633	573	-	573	13,206
Staff development		13,653	1,924	15,577	3,688	-	3,688	19,265
Marketing / recruitment		-	-	-	8,667	38	8,705	8,705
Technology		70,064	9,871	79,935	88,278	-	88,278	168,213
Food services		230,901	32,532	263,433	-	-	-	263,433
Student services		93,092	13,116	106,208	-	-	-	106,208
Office expense		984	139	1,123	8,686	-	8,686	9,809
Depreciation and amortization		488,029	68,760	556,789	25,258	-	25,258	582,047
		$ 12,288,098	$ 1,835,597	$ 14,123,695	$ 1,912,544	$ 89,896	$ 2,002,440	$ 16,126,135

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER-
FAMILY LIFE ACADEMY CHARTER SCHOOL III

YEAR ENDED JUNE 30, 2021

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
Personnel services costs:								
Administrative staff personnel	9	$ 548,212	$ 48,437	$ 596,649	$ 84,909	$ -	$ 84,909	$ 681,558
Instructional personnel	28	1,354,285	119,657	1,473,942	-	-	-	1,473,942
Non-instructional personnel	4	142,994	12,634	155,628	17,251	-	17,251	172,879
Total personnel services costs	41	2,045,491	180,728	2,226,219	102,160	-	102,160	2,328,379
Fringe benefits and payroll taxes		346,782	30,640	377,422	17,320	-	17,320	394,742
Retirement		38,681	3,418	42,099	1,932	-	1,932	44,031
Other purchased / professional / consulting services		276,909	68,300	345,209	327,872	25,765	353,637	698,846
Building and land rent / lease		1,000,675	88,414	1,089,089	49,978	-	49,978	1,139,067
Repairs and maintenance		69,708	6,159	75,867	3,481	-	3,481	79,348
Insurance		1,093	96	1,189	38,162	-	38,162	39,351
Utilities		41,011	3,623	44,634	2,048	-	2,048	46,682
Supplies / materials		59,746	5,279	65,025	-	-	-	65,025
Equipment / furnishings		1,539	136	1,675	77	-	77	1,752
Staff development		7,259	641	7,900	139	-	139	8,039
Technology		12,869	1,137	14,006	27,630	-	27,630	41,636
Food services		86,471	7,640	94,111	-	-	-	94,111
Student services		17,719	1,565	19,284	-	-	-	19,284
Office expense		19,341	1,709	21,050	9,395	-	9,395	30,445
Depreciation and amortization		86,970	7,684	94,654	4,344	-	4,344	98,998
		$ 4,112,264	$ 407,169	$ 4,519,433	$ 584,538	$ 25,765	$ 610,303	$ 5,129,736

FAMILY LIFE ACADEMY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER-
FAMILY LIFE ACADEMY CHARTER SCHOOL NETWORK

YEAR ENDED JUNE 30, 2021

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
Personnel services costs:								
Administrative staff personnel	26	$ 1,114,242	$ 253,826	$ 1,368,068	$ 1,298,910	$ 144,240	$ 1,443,150	$ 2,811,218
Instructional personnel	-	-	-	-	-	-	-	-
Non-instructional personnel	-	-	-	-	-	-	-	-
Total personnel services costs	26	1,114,242	253,826	1,368,068	1,298,910	144,240	1,443,150	2,811,218
Fringe benefits and payroll taxes		154,451	35,184	189,635	180,047	19,994	200,041	389,676
Retirement		36,977	8,424	45,401	43,106	4,787	47,893	93,294
Legal service		-	-	-	44,379	-	44,379	44,379
Accounting / audit services		-	-	-	53,800	-	53,800	53,800
Other purchased / professional / consulting services		2,853	650	3,503	75,159	-	75,159	78,662
Repairs and maintenance		8,588	1,956	10,544	11,124	-	11,124	21,668
Insurance		-	-	-	2,689	-	2,689	2,689
Supplies / materials		89,734	11,164	100,898	-	-	-	100,898
Staff development		19,168	2,385	21,553	15,700	-	15,700	37,253
Marketing / recruitment		-	-	-	144,775	-	144,775	144,775
Technology		4,930	613	5,543	74,660	-	74,660	80,203
Food services		74,061	9,214	83,275	-	-	-	83,275
Student services		24,710	87,534	112,244	-	-	-	112,244
Office expense		165,221	20,570	185,791	20,811	1,701	22,512	208,303
Depreciation and amortization		62,234	14,177	76,411	80,604	-	80,604	157,015
Other		-	-	-	26,153	-	26,153	26,153
		$ 1,757,169	$ 445,697	$ 2,202,866	$ 2,071,917	$ 170,722	$ 2,242,639	$ 4,445,505

SUNY Charter Schools Institute
The State University of New York

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

Charter School Name:	Family Life Academy Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Scott Quintero
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Mengel, Metzger, Barr & Co. LLP
School Audit Contact Name:	Michelle Cain
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/

Required 8 Items:

1) The independent auditor's report on financial statements and notes;
2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

		If not included, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
4)	Management Letter	
5)	Management Letter Response	N/A
6)	Form 990; or Extension Form 8868	Not yet filed
7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8)	Corrective Action Plan	N/A

FAMILY LIFE ACADEMY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

ASSETS	2020-21	2019-20
CURRENT ASSETS		
Cash and cash equivalents	$ 12,555,701	$ 9,460,803
Grants and contracts receivable	2,393,507	1,694,306
Accounts receivables	-	-
Prepaid expenses	336,792	433,194
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	15,286,000	11,588,303
PROPERTY, BUILDING AND EQUIPMENT, net	3,927,028	3,301,987
OTHER ASSETS	2,883,082	2,861,832
TOTAL ASSETS	**22,096,110**	**17,752,122**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 441,653	$ 335,185
Accrued payroll and benefits	1,909,228	1,705,859
Deferred Revenue	151,437	211,037
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	84,222	64,616
TOTAL CURRENT LIABILITIES	2,586,540	2,316,697
LONG-TERM LIABILITIES		
Deferred Rent	2,093,074	4,190,447
All other long-term debt and notes payable, net current maturities	3,070,201	3,014,518
TOTAL LONG-TERM LIABILITIES	5,163,275	7,204,965
TOTAL LIABILITIES	7,749,815	9,521,662
NET ASSETS		
Without Donor Restrictions	13,830,373	7,720,344
With Donor Ristrictions	515,922	510,116
TOTAL NET ASSETS	14,346,295	8,230,460
TOTAL LIABILITIES AND NET ASSETS	**22,096,110**	**17,752,122**
CK - Should be zero	-	-

FAMILY LIFE ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 6,649,850	$ -	$ 6,649,850	$ 6,569,829
Students with disabilities	171,632	-	171,632	124,161
Grants and Contracts				
State and local	55,538	-	55,538	97,069
Federal - Title and IDEA	353,537	-	353,537	439,558
Federal - Other	256,196	-	256,196	28,080
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	174,096	-	174,096	159,658
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,660,849	-	7,660,849	7,418,355
EXPENSES				
Program Services				
Regular Education	$ 5,449,005	$ -	$ 5,449,005	$ 5,717,089
Special Education	693,312	-	693,312	543,476
Other Programs	-	-	-	-
Total Program Services	6,142,317	-	6,142,317	6,260,565
Management and general	901,978	-	901,978	855,143
Fundraising	45,668	-	45,668	47,100
TOTAL OPERATING EXPENSES	7,089,963	-	7,089,963	7,162,808
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	570,886	-	570,886	255,547
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ 92,173	$ 47,164	$ 139,337	$ 394,496
Individuals	1,178	-	1,178	1,368
Corporations	5,241	-	5,241	-
Fundraising	46	-	46	13
Interest income	39,632	-	39,632	50,519
Miscellaneous income	-	-	-	-
Net assets released from restriction	28,322	(28,322)	-	-
TOTAL SUPPORT AND OTHER REVENUE	166,592	18,842	185,434	446,396
CHANGE IN NET ASSETS	737,478	18,842	756,320	701,943
NET ASSETS BEGINNING OF YEAR	2,157,814	384,228	2,542,042	1,840,099
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 2,895,292	$ 403,070	$ 3,298,362	$ 2,542,042

FAMILY LIFE ACADEMY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 6,115,835	$ 3,268,425
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	1,001,315	759,846
Grants Receivable	(42,623)	4,205
Due from NYS	-	-
Grant revenues	(699,201)	(727,212)
Prepaid Expenses	96,402	(118,199)
Accounts Payable	106,468	(299,337)
Accrued Expenses	203,369	394,644
Accrued Liabilities	1,079,151	1,150,176
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(59,600)	(1,461,913)
Interest payments	-	-
Security deposit and deferred lease incentive	32,691	(7,250)
Gain on lease termination	(3,176,524)	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 4,657,283	$ 2,963,385
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(1,490,550)	(923,327)
Other	46,247	(49,293)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (1,444,303)	$ (972,620)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(118,082)	(194,743)
Other	-	2,571,253
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ (118,082)	$ 2,376,510
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 3,094,898	$ 4,367,275
Cash at beginning of year	9,635,803	5,268,528
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 12,730,701	$ 9,635,803

FAMILY LIFE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21								2019-20
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	16.00	877,150	134,377	-	1,011,527	38,215	456,016	494,231	1,505,758	1,507,452
Instructional Personnel	41.00	1,944,945	224,356	-	2,169,301	-	-	-	2,169,301	1,945,410
Non-Instructional Personnel	8.00	291,064	33,575	-	324,639	-	28,604	28,604	353,243	597,268
Total Salaries and Staff	65.00	3,113,159	392,308	-	3,505,467	38,215	484,620	522,835	4,028,302	4,050,130
Fringe Benefits & Payroll Taxes		600,092	73,824	-	673,915	5,297	75,579	80,876	754,792	714,068
Retirement		54,550	7,394	-	61,944	1,268	13,652	14,920	76,864	68,750
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	11,758	11,758	11,758	4,842
Accounting / Audit Services		-	-	-	-	-	14,254	14,254	14,254	15,576
Other Purchased / Professional / Consulting Services		20,315	2,800	-	23,115	437	41,537	41,974	65,089	62,374
Building and Land Rent / Lease / Facility Finance Interest		852,704	98,362	-	951,066	-	42,511	42,511	993,577	1,001,060
Repairs & Maintenance		85,626	10,133	-	95,760	-	7,103	7,103	102,863	191,351
Insurance		1,723	199	-	1,922	-	55,154	55,154	57,076	52,491
Utilities		65,778	7,588	-	73,366	-	3,279	3,279	76,646	102,765
Supplies / Materials		148,063	17,295	-	165,358	-	-	-	165,358	131,881
Equipment / Furnishings		641	74	-	715	-	32	32	747	2,775
Staff Development		38,693	4,509	-	43,202	-	4,426	4,426	47,628	193,288
Marketing / Recruitment		-	-	-	-	-	38,357	38,357	38,357	36,183
Technology		29,701	3,437	-	33,139	-	64,911	64,911	98,050	62,039
Food Service		155,815	18,151	-	173,966	-	-	-	173,966	173,638
Student Services		36,174	26,609	-	62,783	-	-	-	62,783	10,170
Office Expense		89,375	10,710	-	100,084	451	9,537	9,987	110,072	115,950
Depreciation		156,596	19,918	-	176,514	-	28,340	28,340	204,855	170,728
OTHER		-	-	-	-	-	6,929	6,929	6,929	2,749
Total Expenses		$ 5,449,005	$ 693,312	$ -	$ 6,142,317	$ 45,668	$ 901,978	$ 947,646	$ 7,089,963	$ 7,162,808

Family Life Academy Charter Schools
Staff Calendar 2021-2022 (184 Days)

JULY 2021 (0)

S	M	T	W	T	F	S
				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

5 4th of July, Obs. **(N)**
15 Board Annual Meeting

AUGUST 2021 (2)

S	M	T	W	T	F	S
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				

11 School Admin Reports
16 School Staff Reports
30 First Day of School

SEPTEMBER 2021 (18)

S	M	T	W	T	F	S
			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		

6 Labor Day **(N)**
7-8 Rosh Hashanah
16 Yom Kippur
30 Board Meeting

OCTOBER 2021 (20)

S	M	T	W	T	F	S
					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

11 Indigenous Peoples Day **(N)**
28 Board Meeting

NOVEMBER 2021 (18)

S	M	T	W	T	F	S
	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				

2 Election Day
10 End of Marking Period 1
11 Veteran's Day **(N)**
22 Parent Conferences
25-26 Thanksgiving Break **(N)**

DECEMBER 2021 (17)

S	M	T	W	T	F	S
			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**	

2 Board Meeting
24-31 Winter Break
24 Christmas **(N)**
31 New Year's Day **(N)**

17 MLK Jr. Day **(N)**
27 Board Meeting
28 Marking Period 2 Ends

JANUARY 2022 (20)

S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	**17**	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 Lunar New Year
17 Board Meeting
21 Presidents Day **(N)**
21-25 Mid-Winter Recess

FEBRUARY 2022 (14)

S	M	T	W	T	F	S
		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 NYS ELA Test

MARCH 2022 (23)

S	M	T	W	T	F	S
		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		

4 Lottery
8 Marking Period 3 Ends
11-18 Spring Break
26-27 NYS Math Test
28 Board Meeting

APRIL 2022 (15)

S	M	T	W	T	F	S
					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

2 Parent Conferences
3 Eid-al-Fitr
26 Board Meeting
30 Memorial Day **(N)**

MAY 2022 (20)

S	M	T	W	T	F	S
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				

20 Juneteenth
24 Last Day of School
30 Board Meeting

JUNE 2022 (17)

S	M	T	W	T	F	S
			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		

School Vacation **School & Network Vacation**	Half Day for Students	Professional Development No Students	Other Important Date