

Application: Lamad Charter School

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2022-2023 Annual Report

Summary

ID: 0000000272

Last submitted: Nov 1 2023 09:32 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

LAMAD ACADEMY CHARTER SCHOOL 800000090792

a1. Popular School Name

Lamad

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #18 - BROOKLYN

e. Date of Approved Initial Charter

Oct 16 2018

f. Date School First Opened for Instruction

Sep 8 2020

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

Not required for SUNY authorized schools.

h. School Website Address

<https://www.lamadacademy.org/>

i. Total Approved Charter Enrollment for 2022-2023 School Year

175

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

190

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

6

7

8

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

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 previous year (K-5, 6-9, etc.) | 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 | 1060 Clarkson Avenue Brooklyn, NY 11212 | 929-777-4230 | NYC CSD 18 | 6-8 | 6-8 | No |

m1a. Please provide the contact information for Site 1.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|---------------------------|--------------------------------|--------------|-----------------|--|
| School Leader | Reverend Alfred Cockfield | Founder and Executive Director | 718-913-0100 | | al@lamadacademy.org |
| Operational Leader | Michael Seabrook | Director of Operations | 929-558-6620 | | mseabrook@lamadacademy.org |
| Compliance Contact | Reverend Alfred Cockfield | Founder and Executive Director | 718-913-0100 | | al@lamadacademy.org |
| Complaint Contact | Reverend Alfred Cockfield | Founder and Executive Director | 718-913-0100 | | al@lamadacademy.org |
| DASA Coordinator | Olympia Haynes | Principal | 929-558-6620 | | ohaynes@lamadacademy.org |
| Phone Contact for After Hours Emergencies | Reverend Alfred Cockfield | Founder and Executive Director | 718-913-0100 | | al@lamadacademy.org |

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

Co-located Space

m1c. Please list the terms of your current co-location.

| | Date school will leave current co-location | Is school working with NYCDOE to expand into current space? | If so, list year expansion will occur. | Is school working with NYCDOE to move to separate space? | If so, list the proposed space and year planned for move | School at Full Capacity at Site |
|--------|--|---|--|--|--|---------------------------------|
| Site 1 | Unknown | No | | No | | No |

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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

None

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

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

| | |
|-----------------|--|
| Name | Reverend Al Cockfield |
| Position | Founder and Executive Director |
| Phone/Extension | 718-913-0100 |
| Email | al@lamadacademy.org |

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

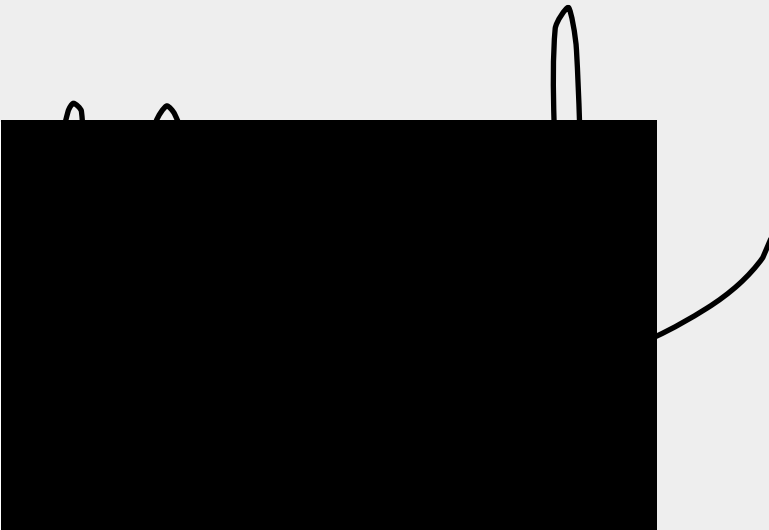
As outlined in ENTRY 10:

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

Signature, Head of Charter School

A large black rectangular redaction box covers the signature. Above the box, there are three small, dark, vertical marks. To the right of the box, a single, curved line extends outwards, likely representing the end of the signature stroke.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature. To the right of the box, a single, curved line extends outwards, likely representing the end of the signature stroke.

Date

Jul 31 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 21 2023

Instructions

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

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

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

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: Lamad Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

| | Link to Documents |
|---|---|
| 1. Current Annual Report (i.e., 2022-2023 Annual Report) | https://www.lamadacademy.org |
| 2. Board meeting notices, agendas and documents | https://www.lamadacademy.org/ourteam |
| 3. New York State School Report Card | https://data.nysed.gov/essa.php?instid=800000090792&year=2022&createreport=1&38ELA=1&38MATH=1&naep=1&expend=1&staffqual=4&eddata=1 |
| 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY) | https://www.lamadacademy.org/_files/ugd/c3cd27_7956489bf35746d793e24b8a321d25d4.pdf |
| 5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo | https://www.lamadacademy.org/_files/ugd/c3cd27_c3950a5a47a642268db9e45d355c8d2b.pdf |
| 6. Authorizer-approved FOIL Policy | https://www.lamadacademy.org/foil |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List) | https://www.lamadacademy.org/foil |

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|--------------------------------------|--|--|--|
| Academic Goal 1 | | | | |
| Academic Goal 2 | | | | |
| Academic Goal 3 | | | | |
| Academic Goal 4 | | | | |
| Academic Goal 5 | | | | |
| Academic Goal 6 | | | | |
| Academic Goal 7 | | | | |
| Academic Goal 8 | | | | |
| Academic Goal 9 | | | | |
| Academic Goal 10 | | | | |

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Meet | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|-----------------------------------|---|---------------------------------------|---|
| Academic Goal 21 | | | | |
| Academic Goal 22 | | | | |
| Academic Goal 23 | | | | |
| Academic Goal 24 | | | | |
| Academic Goal 25 | | | | |
| Academic Goal 26 | | | | |
| Academic Goal 27 | | | | |
| Academic Goal 28 | | | | |
| Academic Goal 29 | | | | |
| Academic Goal 30 | | | | |
| Academic Goal 31 | | | | |
| Academic Goal 32 | | | | |
| Academic Goal 33 | | | | |
| Academic Goal 34 | | | | |
| Academic Goal 35 | | | | |
| Academic Goal 36 | | | | |
| Academic Goal 37 | | | | |
| Academic Goal 38 | | | | |
| Academic Goal 39 | | | | |
| Academic Goal 40 | | | | |
| Academic Goal 41 | | | | |

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|------------------|--|--|--|--|
| Academic Goal 42 | | | | |
| Academic Goal 43 | | | | |
| Academic Goal 44 | | | | |
| Academic Goal 45 | | | | |
| Academic Goal 46 | | | | |
| Academic Goal 47 | | | | |
| Academic Goal 48 | | | | |
| Academic Goal 49 | | | | |
| Academic Goal 50 | | | | |
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| Academic Goal 62 | | | | |
| Academic Goal 63 | | | | |
| Academic Goal 64 | | | | |
| Academic Goal 65 | | | | |
| Academic Goal 66 | | | | |
| Academic Goal 67 | | | | |
| Academic Goal 59 | | | | |

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|------------------|--|--|--|--|
| Academic Goal 60 | | | | |
| Academic Goal 61 | | | | |
| Academic Goal 62 | | | | |

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|-------------|---------------------|-----------------------------------|--|---|
| Org Goal 1 | | | | |
| Org Goal 2 | | | | |
| Org Goal 3 | | | | |
| Org Goal 4 | | | | |
| Org Goal 5 | | | | |
| Org Goal 6 | | | | |
| Org Goal 7 | | | | |
| Org Goal 8 | | | | |
| Org Goal 9 | | | | |
| Org Goal 10 | | | | |
| Org Goal 11 | | | | |
| Org Goal 12 | | | | |
| Org Goal 13 | | | | |
| Org Goal 14 | | | | |
| Org Goal 15 | | | | |
| Org Goal 16 | | | | |
| Org Goal 17 | | | | |
| Org Goal 18 | | | | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | | | | |
| Financial Goal 2 | | | | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|-------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 6 | | | | |
| Financial Goal 7 | | | | |
| Financial Goal 8 | | | | |
| Financial Goal 9 | | | | |
| Financial Goal 10 | | | | |

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 2023

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

[Accountability-Plan-Progress-Report-Template-2022-23-Grades-K-8](#)

Filename: Accountability-Plan-Progress-Report_nrfULNK.pdf Size: 718.9 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

[Lamad FY23 - FS final](#)

Filename: Lamad_FY23_-_FS_final.pdf Size: 308.2 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

[SUNY Audited-Financial-Statement-Lamad](#)

Filename: SUNY_Audited-Financial-Statement-_nznFQoz.xlsx Size: 174.6 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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

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

[Lamad - SUNY 2022-23-Budget-and-Quarterly-Report-Template](#)

Filename: Lamad_-_SUNY_2022-23-Budget-and-Q_INd354G.xlsx Size: 535.5 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[LAMAD Board Disclosures Complete](#)

Filename: LAMAD_Board_Disclosures_Complete.pdf Size: 5.2 MB

Entry 7 BOT Membership Table

Completed - Aug 21 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2022-2023 |
|---|-----------------------|-----------------------|-----------------------|------------------------|---------------------------------|----------------------------------|---|---------------------------------------|--|
| 1 | Adrian Brijadder | [REDACTED] | Treasurer | Finance Committee | Yes | 1 | 02/18/2022 | 02/17/2025 | 12 |
| 2 | Abenaa Frempong-Boadu | [REDACTED] | Trustee/Member | Academic Committee | Yes | 1 | 01/21/2022 | 01/20/2025 | 12 |
| 3 | Kenneth Alpecin | [REDACTED] | Secretary | None | Yes | 1 | 01/22/2023 | 01/21/2026 | 12 |
| 4 | Rubain Dorancy | [REDACTED] | Chair | Academic Committee | Yes | 1 | 02/19/2023 | 02/28/2026 | 12 |
| 5 | Gregorio Mayers | [REDACTED] | Trustee/Member | Academic Committee | Yes | 1 | 05/21/2022 | 05/20/2025 | 12 |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

| | |
|--|---|
| a. Total Number of BOT Members on June 30, 2023 | 5 |
| b.Total Number of Members Added During 2022-2023 | 0 |
| c. Total Number of Members who Departed during 2022-2023 | 0 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 5 |

3. Number of Board meetings held during 2022-2023

11

4. Number of Board meetings scheduled for 2023-2024

11

Total number of Voting Members on June 30, 2023:

5

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

5

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 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

| | Describe Recruitment Efforts in 2022-2023 | Describe Recruitment Plans in 2023-2024 |
|----------------------------|---|--|
| Economically Disadvantaged | <ul style="list-style-type: none"> - intentional recruitment in our home district which has an ED population of 80% - sent recruitment materials to homeless shelters in and around our school district - ensure we talk up free meals, transportation, uniforms etc offerings during recruitment events | <p>For the 23/24 school year we intend to continue the recruitment plan. We also will add:</p> <ul style="list-style-type: none"> - build on the relationship with our co-located school partner PS 219 to be the first choice for thier 5th grade students. - outreach to other traditional and charter public elementary schools, in and around our district, to be the preferred choice for their 5th grade students - engage/reward our current families (adults and students) in our recruitment efforts |
| English Language Learners | <ul style="list-style-type: none"> - intentional recruitment in our home district which has high french speaking population - sent recruitment materials to homeless shelters in and around our school district in English and French - ensure we talk up free meals, transportation, uniforms etc offerings during recruitment events - street team recruitment and ads materials in areas known to be popular to families of ELL students (restaurants, churches etc) | <p>For the 22/23 school year we intend to continue the recruitment plan. We also will add:</p> <ul style="list-style-type: none"> - larger billboards and media in french targeted towards our ELL populations. - social media ads highlighting our ELL student support services - engage/reward our current ELL families in our recruitment efforts - news ads on local stations that include mention of our ELL student support services |
| Students with Disabilities | <ul style="list-style-type: none"> - intentional recruitment in our home district which has an SPED population of 23% - sent recruitment materials to the CSE office in our school district | <p>For the 22/23 school year we intend to continue the recruitment plan. We also will add:</p> <ul style="list-style-type: none"> - send recruitment materials to other CSE offices in surrounding districts |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> - ensure we talk up support services during recruitment events | <ul style="list-style-type: none"> - social media ads highlighting our SPED student support services - news ads on local stations that include mention of our SPED student support services |
|--|--|---|

Good Faith Efforts To Meet Enrollment Retention Targets

| | Describe Retention Efforts in 2022-2023 | Describe Retention Plans in 2023-2024 |
|----------------------------|--|--|
| Economically Disadvantaged | <ul style="list-style-type: none"> - continue to offer free resources to ED students such as meals, transportation, uniforms, materials and experiences. - increase student voice so they feel involved in their education - engage all of our parents regularly on events and include them in decisions impacting the children | <p>For the 23/24 school year we intend to continue the retention plan. We also will add:</p> <ul style="list-style-type: none"> - work with our students to plan amazing activities that are free or very low cost for students - source and share programs and opportunities that benefit our ED families |
| English Language Learners | <ul style="list-style-type: none"> - ensure communications are provided in English and French - hired staff that share culture/language of our ELL student body | <ul style="list-style-type: none"> - commit to ensure communications are provided in English and French - continue to be intentional about hiring staff that share culture/language of our ELL student body |
| Students with Disabilities | <ul style="list-style-type: none"> - hired staff that are skilled SPED educators | <ul style="list-style-type: none"> - hired staff that are skilled SPED educators - launched monthly communication and connection points between SPED staff and parents - joined the Charter Center SPED consortium |

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

1. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| Total Category A: 5 or 30% whichever is less | 0 |

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

| | FTE Count |
|-----------------------------------|-----------|
| i. Mathematics | |
| ii. Science | |
| iii. Computer Science | |
| iv. Technology | |
| v. Career and Technical Education | |
| Total Category B: not to exceed 5 | 0 |

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

| | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| Total Category C: not to exceed 5 | 0 |

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

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

| | FTE Count |
|-------|-----------|
| Total | |

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

| | FTE Count |
|------------------|-----------|
| Total Category D | |

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

| | FTE Count |
|------------------|-----------|
| Total Category E | |

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

| | FTE Count |
|------------------|-----------|
| Total Category F | |



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

[LACS 2023-2024 Calendar Revised Final](#)

Filename: LACS_2023-2024_Calendar_Revised_Final.pdf Size: 257.2 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

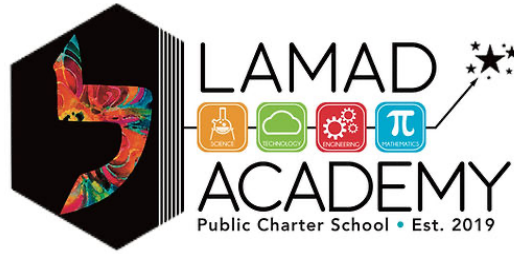
Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

| Roster Data Elements | Explanations |
|---------------------------------|---|
| Authorizer | Select your school's authorizer from the drop-down list first , before completing the roster. |
| NOTE: MUST BE DONE FIRST | |
| School Name and Institution ID | Select your school's name from the drop-down list . |
| Faculty/Staff First Name | Enter the first name of the Faculty/Staff person. |
| Faculty/Staff Last Name | Enter the last name of the Faculty/Staff person. |
| TEACH ID | Enter the 7 digit TEACH ID for the Faculty/Staff person. |
| Role in School | Select the best choice of role of the Faculty/Staff person from the drop-down list . |

| | |
|--------------------------------------|--|
| CPR/AED Certification Status | Select the appropriate choice from the drop-down list . |
| Hire Date | Enter the date that the Faculty/Staff person was hired. |
| Start Date | Enter the date that the Faculty/Staff person actually began employment in this school. |
| Total Years' Experience in this Role | Enter Total Years of Experience that the Faculty/Staff person has in their current role. |
| Total Years at this School | Enter the Total Years that the Faculty/Staff person has been employed in this school. |
| Out-of-Certification Justification | Select the appropriate choice from the drop-down list . |
| Subject Taught | Select the appropriate choice from the drop-down list . |
| Notes | Optional |

Optional Additional Documents to Upload (BOR)

Incomplete



Lamad Academy Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 1, 2023

By: Reverend Alfred Cockfield

1060 Clarkson Avenue, 4th Floor
Brooklyn, NY 11212

833-465-2623

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Rev. Alfred Cockfield, Executive Director, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name | Board Position | |
|-----------------------|--|---------------------------------------|
| | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Adrian Brijadder | Treasurer | Finance |
| Abenaa Frempong-Boadu | Trustee | Academic |
| Kenneth Alpecin | Secretary | None |
| Rubain Dorancy | Chair | Academic |
| Gregorio Mayers | Trustee | Academic |

Reverend Alfred Cockfield has served as the Executive Director since August 2020.

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but inspire students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally developed social-emotional curriculum. In addition, teachers take frequent temperature checks of students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also has a full-time

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

social worker on staff who provides support to all students experiencing social emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | 6 | 7 | 8 | Total |
|-------------|----|-----|-----|-------|
| 2020-21 | 69 | N/A | N/A | 69 |
| 2021-22 | 45 | 60 | N/A | 105 |
| 2022-23 | 52 | 70 | 65 | 187 |

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English Language

BACKGROUND

LACS utilizes the Engage NY ELA curriculum, which includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year, and the modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module culminates in an end-of-module performance task that can provide information to educators on whether students in their classrooms are achieving the standards.

LACS pairs the Collections Curriculum with Engage NY ELA Curriculum to give students and teachers the ability to adapt lessons and to differentiate instruction as needed. Collections focuses on the development of students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Collections also provides a multi-faceted digital and print approach that transcends the traditional anthology and resonates with today's students.

In addition, LACS uses the Step Up to Writing program, which teaches students the essential skills to be proficient writers. Students practice explicit, systematic instruction in all aspects of writing.

Students focus on informative/explanatory, opinion and narrative writing in depth. Within this program teachers use strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to develop research reports, across content areas especially in STEM topics.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE ELA

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | |
| 6 | 50 | 0 | 1 | 0 | 0 | 0 | 2 | 53 |
| 7 | 59 | 0 | 4 | 0 | 0 | 0 | 9 | 72 |
| 8 | 56 | 0 | 0 | 0 | 0 | 0 | 10 | 66 |
| All | 165 | 0 | 5 | 0 | 0 | 0 | 21 | 191 |

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 6 | 50 | 11 | 22% | N/A | N/A | N/A |
| 7 | 59 | 17 | 29% | 31 | 11 | 35% |
| 8 | 56 | 29 | 52% | 48 | 24 | 50% |
| All | 165 | 57 | 35% | 79 | 35 | 44% |

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 6 | N/A | N/A | N/A | N/A |
| 7 | 35% | 31 | N/A | N/A |
| 8 | 50% | 48 | N/A | N/A |
| All | 44% | 79 | N/A | N/A |

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁴ | | Effect Size |
|-------|------------------------------------|--|-----------|-------------|
| | | Actual | Predicted | |
| 6 | 62.2% | 23.7 | 55.3 | -1.92 |
| 7 | 71.7% | 18.0 | 42.6 | -1.34 |
| 8 | N/A | N/A | N/A | N/A |
| All | 67.6% | 20.5 | 48.1 | -1.59 |

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

I-READY

2022-23 i-Ready ELA Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|-----------------------|--------|--------|---------|------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 150 | 61% | No |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 98 | 152% | Yes |

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | |
|---|---|------------------|----|------|-----|
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁵ | 42% ⁶ | 34 | 115% | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 66 | 9% | No |

End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 6 | 6% | 50 | N/A | N/A |
| 7 | 12% | 59 | 21% | 29 |
| 8 | 0% | 41 | 0% | 37 |
| All | 7% | 150 | 9% | 66 |

End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 6 | 29% | 50 |
| 7 | 112% | 59 |

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

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|-----|-----|-----|
| 8 | 42% | 41 |
| All | 61% | 150 |

SUMMARY OF THE ELA GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 31 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was also not met. The school's effect size is significantly below the stated 0.3 goal.

| Type | Measure | Outcome |
|-------------|--|--|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | No |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Cannot be measured, district results are not available |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | No |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. | N/A |

EVALUATION OF ELA GOAL

Of the two measurable English language arts goals, Lamad did not exceed the comparative goal, which measures economically disadvantaged student performance. The school's sixth and seventh grades had an effect size that was more than one point below the stated goal of .3.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the ELA exam. Overall, 44% of Lamad students enrolled at the school for at least two years achieved proficiency on the state ELA exam. The school's eighth grade had the highest percentage of students achieving proficiency on the exam, 50%, two percentage points below the proficiency percentage for the entire eighth grade.

ADDITIONAL CONTEXT AND EVIDENCE

On the 2022-23 New York State ELA assessment exam, the percentage of Lamad students enrolled at the school for at least two years and testing at a proficient level was nine percentage points above the overall percentage of students achieving proficiency. Further, when comparing iReady results between the 2021-22 school year and the 2022-23 school year, there was a four percentage point increase among students enrolled at the school for at least two years achieving mid-on grade level or above.

ELA ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Reading. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals.

The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3-Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

LACS utilizes the Engage NY Math/Eureka Math curriculum that is aligned with the New York State Next Generation Learning Standards. The Math curriculum is structured around the essential instructional shifts needed to implement standards. The essential principles are focus, coherence, fluency, deep understanding, application, and dual intensity. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. The math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. In addition, Engage NY/Eureka Math presents real world, life application relatable themes and problem solving that are integrated into math units, connecting to the school's focus on project-based learning. Rubrics that are included with the curriculum allow teachers to evaluate the quality, rigor, and alignment of their lessons.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | |
| 6 | 48 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 54 |
| 7 | 59 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 72 |
| 8 | 56 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 66 |
| All | 163 | 1 | 0 | 0 | 0 | 0 | 28 | 0 | 192 |

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 6 | 48 | 18 | 38% | N/A | N/A | N/A |
| 7 | 59 | 16 | 27% | 32 | 9 | 28% |
| 8 | 56 | 17 | 30% | 48 | 14 | 29% |
| All | 163 | 51 | 31% | 80 | 23 | 29% |

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 6 | N/A | N/A | N/A | N/A |
| 7 | 28% | 32 | N/A | N/A |
| 8 | 29% | 48 | N/A | N/A |
| All | 31% | 80 | N/A | N/A |

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
|-------|--|--------------------------------------|-----------|----------------|
| | | Actual | Predicted | |
| 6 | 62.2% | 8.1 | 36.3 | -1.54 |
| 7 | 71.7% | 2.1 | 27.4 | -1.32 |
| 8 | N/A | N/A | N/A | N/A |
| All | 67.6% | 4.7 | 31.3 | -1.42 |

Math Measure 5 - Growth

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

I-READY

| 2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results | | | | | |
|---|---|-------------------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 143 | 115% | Yes |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 93 | 140% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁷ | 130% ⁸ | 37 | 93% | No |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 57 | 4% | No |

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2022-23 i-Ready 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 Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 6 | 0% | 50 | N/A | N/A |
| 7 | 2% | 55 | 4% | 27 |
| 8 | 3% | 38 | 3% | 30 |
| All | 1% | 143 | 4% | 57 |

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 6 | 114% | 50 |
| 7 | 138% | 55 |
| 8 | 115% | 38 |
| All | 115% | 143 |

SUMMARY OF THE MATHEMATICS GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 46 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was also not met. The school's effect size is significantly below the stated 0.3 goal.

| Type | Measure | Outcome |
|-------------|--|--|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | Not Achieved |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Cannot Measure, district results not available |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|-------------|--|--------------|
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Not achieved |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | N/A |

EVALUATION OF THE MATHEMATICS GOAL

Of the two measurable mathematics goals, Lamad did not exceed the comparative goal, which measures economically disadvantaged student performance. The school's sixth and seventh grades had an effect size that was more than one point below the stated goal of .3.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the math exam. Overall, 29% of Lamad students enrolled at the school for at least two years achieved proficiency on the state math exam. The school's eighth grade had the highest percentage of students achieving proficiency on the exam, 29%, one percentage points below the proficiency percentage for the entire eighth grade. 38% of the school's sixth grade achieved proficiency on the state math exam, the highest achieving grade in the school.

ADDITIONAL CONTEXT AND EVIDENCE

The percentage of Lamad students achieving proficiency on the State mathematics assessment exam increased significantly from the 2021-22 school year to the 2022-23 school year. Overall, the percentage of students achieving proficiency increased over 26 percentage points. During that same time, there was nearly a 29-percentage point increase in proficiency among students enrolled at the school for at least two years. Similarly, there was a 23-percentage point overall increase among students' median percentage of annual typical growth on the iReady math assessment between the 2021-22 school year and the 2022-23 school year.

MATHEMATICS ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Mathematics. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals. The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3-Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 3: SCIENCE

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

LACS implements FOSS as a foundational program in the science curriculum. FOSS is a research-based and proven inquiry-based science curriculum that provides meaningful science education for elementary and middle school students and prepares them for life in the 21st century. In addition, the FOSS program provides hands-on activities and readings in science. Students apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

LACS pairs the FOSS kits with the Science and Technology Concepts™ curriculum to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level. Science and Technology Concepts™ is an inquiry-centered science curriculum for grades K-10 developed by the Smithsonian Science Education Center. This comprehensive, research-based Next Generation Science Standards and New York Next Generation Learning Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2023. Instead, the school's 8th grade students took the Earth Science Regents exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 nd Year | | |
|-------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 8 | N/A | N/A | N/A |
| All | N/A | N/A | N/A |

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam Charter School and District Performance by Grade Level

| | Charter School Students in at Least 2 nd Year | | | All District Students | | |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 8 | 39 | 12 | 30.8% | N/A | N/A | N/A |
| All | 39 | 12 | 30.8% | N/A | N/A | N/A |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither of the two science goals can be measured. The absolute goal cannot be measured because Lamad's 8th grade students took the Earth Science regents exam, not the state science exam. The comparative goal cannot be met because, at the time this report was submitted, the district's Earth Science Regents exam results were not available.

| Type | Measure | Outcome |
|-------------|--|---|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | Cannot be measured. The school had all 8 th grade students take the Earth Science Regents exam instead of the state science examination. |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Cannot be measured. At the time of submission, the district results were not available. |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION OF THE SCIENCE GOAL

Neither of the science goals could be measured, for the reasons stated above.

ADDITIONAL CONTEXT AND EVIDENCE

While the percentage of Lamad students passing the Earth Science Regents exam was below the school's expectations, it should be noted that the percentage of students enrolled at the school for at least two school years who passed the Earth Science Regents exam was over eight percentage points above the total passing percentage for the school.

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

| Grade | Year | Regents Exam | Number Tested | Number Passing | Percent Passing |
|-------|---------|---------------|---------------|----------------|-----------------|
| 8 | 2018-19 | 0 | 0 | 0 | 0 |
| 8 | 2021-22 | 0 | 0 | 0 | 0 |
| 8 | 2022-23 | Earth Science | 66 | 15 | 22.7% |

ACTION PLAN

The school will evaluate our 8th grade science curriculum to ensure that it is adequately suited to prepare our students to pass the Earth Science Regents exam. Additionally, we will offer more practice Earth Science Regents exams, as well as review courses prior to the administration of the 2024 Earth Science Regents exam.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

Lamad has been in good standing for each of the last three school years.

LAMAD ACADEMY CHARTER SCHOOL

Financial Statements

For the years ended June 30, 2023 and 2022

LAMAD ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2023 and 2022

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Independent Auditor's Report

To the Board of Trustees of
Lamad Academy Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Lamad Academy Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Lamad Academy Charter School as of June 30, 2023 and 2022, and the changes in its net assets, and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Emphasis of Matter

As discussed in Note 2 to the financial statements, in 2023, Lamad Academy Charter School adopted new accounting guidance, Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2023, on our consideration of Lamad Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Lamad Academy Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lamad Academy Charter School's internal control over financial reporting and compliance.

New York, New York
October 30, 2023

A black rectangular redaction box covering a signature.

Lamad Academy Charter School
Statements of Financial Position
As of June 30,

| | 2023 | 2022 |
|---|---------------------|---------------------|
| <u>Assets</u> | | |
| Cash | \$ 366,883 | \$ 145,832 |
| Grants receivable | 309,610 | 104,471 |
| Prepaid expenses and other assets | 131,372 | 16,793 |
| Reserve - contingency | 75,016 | 50,006 |
| Property and equipment, net | 557,510 | 683,526 |
| Operating lease right-of-use assets | 9,305 | - |
| Total assets | <u>\$ 1,449,696</u> | <u>\$ 1,000,628</u> |
| <u>Liabilities and Net Assets</u> | | |
| <u>Liabilities</u> | | |
| Accounts payable and accrued expenses | \$ 178,348 | 155,658 |
| Accrued salaries and other payroll-related expenses | 94,146 | 25,215 |
| Interest payable | 26,539 | 14,521 |
| Deferred revenue | 49,156 | 223,590 |
| Operating lease liabilities | 9,305 | - |
| Loan payable | 437,000 | 437,000 |
| Total liabilities | <u>794,494</u> | <u>855,984</u> |
| <u>Net Assets</u> | | |
| Net assets without donor restrictions | | |
| Undesignated | 480,186 | 94,638 |
| Reserve - contingency | 75,016 | 50,006 |
| Net assets with donor restrictions | 100,000 | - |
| Total net assets | <u>655,202</u> | <u>144,644</u> |
| Total liabilities and net assets | <u>\$ 1,449,696</u> | <u>\$ 1,000,628</u> |

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

Lamad Academy Charter School
Statement of Activities

For the year ended of June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|--|----------------------------------|-------------------------------|-------------------|
| <u>Revenue, Gains and Other Support</u> | | | |
| General education | \$ 3,365,597 | \$ - | \$ 3,365,597 |
| Special education | 507,259 | - | 507,259 |
| Federal title and stimulus income | 428,664 | - | 428,664 |
| State income | 42,296 | - | 42,296 |
| Contributions | 307,000 | 100,000 | 407,000 |
| Other income | 691 | - | 691 |
| Total revenue, gains and other support | <u>4,651,507</u> | <u>100,000</u> | <u>4,751,507</u> |
| <u>Expenses</u> | | | |
| <u>Program expenses</u> | | | |
| Regular education | 2,672,088 | - | 2,672,088 |
| Special education | 991,328 | - | 991,328 |
| Total program expenses | <u>3,663,416</u> | <u>-</u> | <u>3,663,416</u> |
| <u>Supporting services</u> | | | |
| Management and general | 573,388 | - | 573,388 |
| Fund-raising | 4,145 | - | 4,145 |
| Total supporting services expenses | <u>577,533</u> | <u>-</u> | <u>577,533</u> |
| Total program and supporting services expenses | <u>4,240,949</u> | <u>-</u> | <u>4,240,949</u> |
| Change in net assets | 410,558 | 100,000 | 510,558 |
| Net assets - beginning of year | 144,644 | - | 144,644 |
| Net assets - end of year | <u>\$ 555,202</u> | <u>\$ 100,000</u> | <u>\$ 655,202</u> |

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

Lamad Academy Charter School
Statement of Activities
For the year ended of June 30, 2022

| | Without Donor Restrictions | With Donor Restrictions | Total |
|--|----------------------------------|-------------------------------|-------------------|
| <u>Revenue, Gains and Other Support</u> | | | |
| General education | \$ 1,625,446 | \$ - | \$ 1,625,446 |
| Special education | 302,789 | - | 302,789 |
| Federal title and stimulus income | 238,029 | - | 238,029 |
| State income | 4,888 | - | 4,888 |
| Contributions | 86,000 | - | 86,000 |
| Other income | 11 | - | 11 |
| Cancellation of debt | 133,422 | - | 133,422 |
| Net assets released from restrictions | 62,903 | (62,903) | - |
| Total revenue, gains and other support | <u>2,453,488</u> | <u>(62,903)</u> | <u>2,390,585</u> |
| <u>Expenses</u> | | | |
| <u>Program expenses</u> | | | |
| Regular education | 1,606,229 | - | 1,606,229 |
| Special education | 682,452 | - | 682,452 |
| Total program expenses | <u>2,288,681</u> | <u>-</u> | <u>2,288,681</u> |
| <u>Supporting services</u> | | | |
| Management and general | 383,042 | - | 383,042 |
| Fund-raising | 2,714 | - | 2,714 |
| Total supporting services expenses | <u>385,756</u> | <u>-</u> | <u>385,756</u> |
| Total program and supporting services expenses | <u>2,674,437</u> | <u>-</u> | <u>2,674,437</u> |
| Change in net assets | (220,949) | (62,903) | (283,852) |
| Net assets - beginning of year | 365,593 | 62,903 | 428,496 |
| Net assets - end of year | <u>\$ 144,644</u> | <u>\$ -</u> | <u>\$ 144,644</u> |

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

Lamad Academy Charter School
Statement of Functional Expenses
For the year ended of June 30, 2023

| | | Program Services | | | Supporting Services | | Total |
|-----------------------------------|------------------|-------------------------|------------------|-----------------|----------------------------|----------------|-------------------|
| | No. of | Regular | Special | Total | Management | Fund- | Program |
| | Positions | Education | Education | Programs | and General | raising | and |
| | | | | | | | Supporting |
| Personnel services costs | | | | | | | |
| Administrative staff personnel | 5.5 | \$ 432,134 | \$ 192,263 | \$ 624,397 | \$ 187,666 | \$ 2,707 | \$ 814,770 |
| Instructional personnel | 19.0 | 985,820 | 355,469 | 1,341,289 | - | - | 1,341,289 |
| Non - instructional personnel | - | 3,621 | 1,104 | 4,725 | - | - | 4,725 |
| Total personnel services costs | 24.5 | 1,421,575 | 548,836 | 1,970,411 | 187,666 | 2,707 | 2,160,784 |
| Operating expenses | | | | | | | |
| Fringe benefits and payroll taxes | | 195,203 | 75,404 | 270,607 | 25,835 | 373 | 296,815 |
| Professional fees | | 77,921 | 30,099 | 108,020 | 222,687 | 149 | 330,856 |
| Insurance | | 34,970 | 13,508 | 48,478 | 4,628 | 67 | 53,173 |
| Supplies and materials | | 202,585 | 61,752 | 264,337 | - | - | 264,337 |
| Equipment and furnishings | | 2,793 | 1,079 | 3,872 | 370 | 5 | 4,247 |
| Staff development | | 55,964 | 21,618 | 77,582 | 7,407 | 107 | 85,096 |
| Marketing and recruiting | | 121,672 | 43,926 | 165,598 | 11,110 | 160 | 176,868 |
| Technology | | 62,331 | 24,078 | 86,409 | 8,250 | 119 | 94,778 |
| Student services | | 257,588 | 78,518 | 336,106 | - | - | 336,106 |
| Office expense | | 83,058 | 32,084 | 115,142 | 10,994 | 159 | 126,295 |
| Depreciation | | 156,428 | 60,426 | 216,854 | 20,703 | 299 | 237,856 |
| Other | | - | - | - | 73,738 | - | 73,738 |
| Total operating expenses | | 1,250,513 | 442,492 | 1,693,005 | 385,722 | 1,438 | 2,080,165 |
| Total expenses | | \$ 2,672,088 | \$ 991,328 | \$ 3,663,416 | \$ 573,388 | \$ 4,145 | \$ 4,240,949 |

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

Lamad Academy Charter School
Statement of Functional Expenses
For the year ended of June 30, 2022

| | | Program Services | | | Supporting Services | | Total |
|-----------------------------------|------------------|-------------------------|------------------|-----------------|----------------------------|----------------|--------------------|
| | No. of | Regular | Special | Total | | Fund- | Program and |
| | Positions | Education | Education | Programs | Management | raising | Supporting |
| | | | | | | | Services |
| Personnel services costs | | | | | | | |
| Administrative staff personnel | 6 | \$ 354,896 | \$ 179,497 | \$ 534,393 | \$ 162,053 | \$ 1,864 | \$ 698,310 |
| Instructional personnel | 8.5 | 582,323 | 226,338 | 808,661 | - | - | 808,661 |
| Non - instructional personnel | 0.5 | 4,003 | 1,517 | 5,520 | - | - | 5,520 |
| Total personnel services costs | 15 | 941,222 | 407,352 | 1,348,574 | 162,053 | 1,864 | 1,512,491 |
| Operating expenses | | | | | | | |
| Fringe benefits and payroll taxes | | 143,982 | 62,347 | 206,329 | 24,896 | 286 | 231,511 |
| Professional fees | | 9,933 | 4,301 | 14,234 | 133,725 | 20 | 147,979 |
| Repairs and maintenance | | 99 | 38 | 137 | - | - | 137 |
| Insurance | | 25,552 | 11,065 | 36,617 | 4,418 | 51 | 41,086 |
| Supplies and materials | | 26,369 | 9,996 | 36,365 | - | - | 36,365 |
| Equipment and furnishings | | 5,286 | 2,289 | 7,575 | 914 | 11 | 8,500 |
| Staff development | | 31,552 | 13,663 | 45,215 | 5,456 | 63 | 50,734 |
| Marketing and recruiting | | 87,987 | 34,890 | 122,877 | 4,926 | 57 | 127,860 |
| Technology | | 31,649 | 13,705 | 45,354 | 5,472 | 63 | 50,889 |
| Student services | | 152,426 | 57,779 | 210,205 | - | - | 210,205 |
| Office expense | | 25,503 | 11,043 | 36,546 | 4,410 | 51 | 41,007 |
| Depreciation | | 124,669 | 53,984 | 178,653 | 21,556 | 248 | 200,457 |
| Other | | - | - | - | 15,216 | - | 15,216 |
| Total operating expenses | | 665,007 | 275,100 | 940,107 | 220,989 | 850 | 1,161,946 |
| Total expenses | | \$ 1,606,229 | \$ 682,452 | \$ 2,288,681 | \$ 383,042 | \$ 2,714 | \$ 2,674,437 |

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

Lamad Academy Charter School
Statements of Cash Flows
For the years ended of June 30,

| | <u>2023</u> | <u>2022</u> |
|--|--------------------------|--------------------------|
| Cash flows from operating activities | | |
| Change in net assets | \$ 510,558 | \$ (283,852) |
| Adjustment to reconcile change in net assets to net cash provided by (used in) operating activities | | |
| Depreciation | 237,856 | 200,457 |
| Cancellation of debt | - | (132,617) |
| Amortization of operating lease right-of-use assets | 2,555 | - |
| Changes in operating assets and liabilities | | |
| Grants receivable | (205,139) | (24,620) |
| Prepaid expenses and other assets | (114,579) | 15,551 |
| Accounts payable and accrued expenses | 22,690 | 4,475 |
| Accrued salaries and other payroll-related expenses | 68,931 | (31,220) |
| Interest payable | 12,018 | 14,521 |
| Deferred revenue | (174,434) | 223,590 |
| Operating lease liabilities | (2,555) | - |
| Net cash provided by (used in) operating activities | <u>357,901</u> | <u>(13,715)</u> |
| Cash flows from investing activities | | |
| Purchase of property and equipment | <u>(111,840)</u> | <u>(42,122)</u> |
| Net cash used in investing activities | <u>(111,840)</u> | <u>(42,122)</u> |
| Net change in cash and restricted cash | 246,061 | (55,837) |
| Cash and restricted cash - beginning of year | <u>195,838</u> | <u>251,675</u> |
| Cash and restricted cash - end of year | <u><u>\$ 441,899</u></u> | <u><u>\$ 195,838</u></u> |
| Cash and restricted cash as reported within the statement of financial position | | |
| Cash | \$ 366,883 | \$ 145,832 |
| Reserve - contingency | <u>75,016</u> | <u>50,006</u> |
| | <u><u>\$ 441,899</u></u> | <u><u>\$ 195,838</u></u> |

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

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 1 Organization

Lamad Academy Charter School (“LACS”) is an educational not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid until January 2, 2024.

LACS is a middle school that opened in September 2020 in Brooklyn, New York. LACS prepares and inspires students to pursue advanced mathematics and science education successfully and enthusiastically in their secondary and post-secondary careers. LACS provides students an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science.

Note 2 Summary of significant accounting policies

Basis of presentation and use of estimates. The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which 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 revenues and expenses during the reporting period. Actual results could differ from those estimates.

Financial statements presentation. The financial statements of LACS have been prepared in accordance with U.S. GAAP, which require LACS to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of LACS. These net assets may be used at the discretion of LACS’ management and the Board of Trustees.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of LACS or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Cash. LACS maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. LACS has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash.

Grants receivable. Grants receivable is recorded at net realizable value. The allowance for doubtful accounts is LACS’ best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. There are no allowances recorded at June 30, 2023 and 2022, as management believes all amounts are collectable.

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 2 Summary of significant accounting policies - (continued)

Property and equipment. Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets.

Reserve - contingency. Under the provisions of its charter, LACS is required to establish an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should such event occur.

Leases. As of July 1, 2022, LACS adopted Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*, which was amended in some respects by subsequent ASUs, collectively Accounting Standards Codification 842 (ASC 842), and supersedes existing lease guidance. The standard requires LACS to record operating lease right-of-use assets and corresponding lease liabilities on the statement of financial position and disclose key quantitative and qualitative information about lease contracts.

Under ASC 842, LACS determines if a contract is a leasing arrangement at inception. Operating lease right-of-use assets represent the right to control the use of an identified asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at the commencement date based on the present value of lease payments over the lease term. LACS uses the risk-free rate of return. LACS recognized operating lease expense for operating leases on a straight-line basis over the lease term.

LACS leases a copy machine under a non-cancelable operating lease. Leases with an initial term of 12 months or less are not recorded on the statement of financial position and are expensed on a straight-line basis.

Donated goods and services. LACS is located in a New York City Department of Education facility. LACS utilizes approximately 12,600 square feet of classrooms and approximately 11,200 square feet of common areas at no charge. In addition, LACS received donated maintenance/security, utilities, and food services from the local school district. As of June 30, 2023 and 2022, LACS was unable to determine a value for these services.

Revenue recognition. LACS recognizes revenue from the state and local governments based on LACS' charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Education Department mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 2 Summary of significant accounting policies - (continued)

Part of LACS' grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance, or any unspent funds for which qualifying expenditures have not been incurred, are recorded as refundable advances. Any unspent amounts usually are returned to the granting agency. However, the granting agency can approve that those amounts be applied to a future grant period.

Contributions are recognized when the donor makes a promise to give to LACS, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor- restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

Income taxes. LACS is tax-exempt under Section 501 (c)(3) of the Internal Revenue Code ("IRC") and has been classified as a publicly supported organization as described in IRC sections 509(A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if LACS has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2023 and 2022, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statements.

LACS is subject to income tax examination by federal, state, or local tax authorities for years after June 30, 2020.

Functional allocation of expenses. The financial statements report certain categories of expenses that are attributable to more than one program or support function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. These expenses, including personnel services costs, fringe benefits and payroll taxes, professional fees, marketing and recruiting and student services, are allocated on the basis of time and effort.

Note 2 Summary of significant accounting policies - (continued)

Recently adopted accounting pronouncements. In February 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)* that requires a lessee to recognize on the statement of financial position a liability to make lease payments (lease liability) and a right-of-use asset representing its right to use the underlying asset for the lease term, regardless of classification of a lease as an operating or finance lease. LACS adopted ASU 2016-02 on July 1, 2022, using the modified retrospective approach for operating leases, with a term greater than 12 months. LACS also elected the package of practical expedients permitted under the new standard that allowed LACS to carry forward historical lease classification for existing leases on the adoption date, and allowed LACS not to assess whether an existing contract contains a lease or initial direct costs. As permitted by the guidance, prior comparative periods will not be adjusted under this method.

The adoption of this standard resulted in recognition of operating lease right-of-use assets in the amount of \$11,860 and lease liabilities in the amount of \$11,860 for operating leases on the statement of financial position as of July 1, 2022. There was no material impact on the statements of activities, statements of functional expenses or statements of cash flows.

Note 3 Liquidity and availability

LACS operates with a balanced budget for each fiscal year based on the revenues expected to be available to fund anticipated expenses. LACS considers general expenditures to consist of all expenses related to its ongoing program activities, and the expenses related to general and administrative and fundraising activities undertaken to support those activities.

LACS regularly monitors liquidity to meet its operating needs and other commitments and obligations, while seeking to maximize the investment of its available funds. Management prepares regular cash flow projections to determine liquidity needs and has a policy to maintain liquid financial assets on an ongoing basis sufficient to cover 90 days of general expenditures. Financial assets in excess of daily cash requirements are invested in interest-bearing accounts.

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 3 Liquidity and availability - (continued)

LACS' financial assets available for general expenditures, that is, without donor or other restriction limiting their use, within one year of June 30, are:

| | <u>2023</u> | <u>2022</u> |
|--|--------------------------|--------------------------|
| Cash | \$ 366,883 | \$ 145,832 |
| Grants receivable | <u>309,610</u> | <u>104,471</u> |
| | 676,493 | \$ 250,303 |
| Less: net assets with donor restrictions | <u>(100,000)</u> | <u>-</u> |
| Financial assets available to meet general expenditures over the next twelve months | <u><u>\$ 576,493</u></u> | <u><u>\$ 250,303</u></u> |

Note 4 Property and equipment

Property and equipment consist of the following as of June 30:

| | <u>2023</u> | <u>2022</u> | <u>Life</u> |
|--------------------------------|--------------------------|--------------------------|-------------|
| Equipment | \$ 547,570 | \$ 435,730 | 3 years |
| Leasehold improvements | <u>612,897</u> | <u>612,897</u> | 10 years |
| Total property and equipment | 1,160,467 | 1,048,627 | |
| Less: accumulated depreciation | <u>(602,957)</u> | <u>(365,101)</u> | |
| Property and equipment, net | <u><u>\$ 557,510</u></u> | <u><u>\$ 683,526</u></u> | |

Note 5 Loans payable

In April 2021, LACS received an Economic Injury Disaster Loan ("EIDL") in the amount of \$437,000 from Small Business Administration. The EIDL bears interest at 2.75% per annum and requires monthly principal and interest payment of \$1,876 starting from November 2023. The loan will mature in April 2051. The balance of EIDL as of June 30, 2023 and 2022 was \$437,000.

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 5 Loans payable - (continued)

In April 2021, LACS received a Paycheck Protection Program (“PPP”) loan in the amount of \$132,617 under the Coronavirus Aid, Relief, and Economic Security Act. The PPP loan bears interest at .98% per annum and will mature in April 2026. The PPP loan of \$132,617 and accrued interest of \$805 were forgiven in December 2021.

Future annual principal payments required for each of the next five years and in the aggregate thereafter are as follows:

| | |
|------------|---------------------|
| 2024 | \$ 6,975 |
| 2025 | 10,705 |
| 2026 | 11,003 |
| 2027 | 11,310 |
| 2028 | 11,625 |
| Thereafter | <u>385,382</u> |
| | <u>\$ 437,000</u> |

Note 6 Operating lease

LACS entered into a five-year operating lease for a copy machine in October 2021.

LACS determines if an arrangement is a lease at the inception of a contract, and recognizes operating lease expense on a straight-line basis over the lease term. Leases with an initial term of twelve months or less are not recorded on the statement of financial position and are expensed on a straight-line basis.

Operating expenses for the leasing activity of LACS as lessee for the year ended June 30, 2023 are as follows:

| <u>Lease type</u> | |
|-----------------------|---------------------|
| Operating lease costs | <u>\$ 2,856</u> |

Total rent expense was \$2,856 and \$1,666 for the years ended June 30, 2023 and 2022, respectively, and is included in office expenses on the accompanying statements of functional expenses.

Lamad Academy Charter School
Notes to the Financial Statements
June 30, 2023 and 2022

Note 6 Operating lease – (continued)

The aggregate future lease payments below summarize the remaining future undiscounted cash flows for operating leases as of June 30, 2023, and a reconciliation to operating lease liabilities reported on the statements of financial position:

| | | |
|------------------------------------|----|---------------------|
| 2024 | \$ | 2,856 |
| 2025 | | 2,856 |
| 2026 | | 2,856 |
| 2027 | | 1,190 |
| Total lease payments | | <u>9,758</u> |
| Less interest | | <u>(453)</u> |
| Present value of lease liabilities | \$ | <u><u>9,305</u></u> |

Operating lease terms and discount rate at June 30, 2023 are as follows:

| | |
|------------------------------|-------|
| Remaining lease term (years) | 3.42 |
| Discount rate | 2.88% |

The following summarizes cash paid for operating lease liabilities and other non-cash information as of June 30, 2023:

| | | |
|---|----|--------|
| Cash paid for amounts included in measurement of operating lease liabilities | \$ | 2,856 |
| Operating lease right-of-use assets obtained in exchange for operating lease obligations | \$ | 11,860 |

Note 7 Net assets

Net assets with donor restrictions are restricted to future programs. Net assets with donor restrictions as of June 30, 2023 and 2022 are \$100,000 and \$-, respectively.

Note 8 Concentrations of risk

LACS received approximately 82% and 81% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York State Education Department during the year ended June 30, 2023 and 2022, respectively. Additionally, LACS' grants receivable consists of approximately 95% and 83% from the New York State Education Department as of June 30, 2023 and 2022, respectively.

Note 9 Commitments and contingencies

LACS participates in a number of federal and state programs. These programs require that LACS comply with certain requirements of laws, regulations, contracts, and grant agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on LACS' financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

Note 10 Potential impact of the pandemic

In December 2019, an outbreak of a novel strain of coronavirus ("COVID-19") originated in Wuhan, China and has since spread to other countries, including the U.S. On March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic. As a result of the pandemic, LACS began the 2021-2022 school year with a combined model that offers parents the option to choose between distance learning or onsite learning. The ultimate effect of COVID-19 on LACS and its future operations cannot presently be determined.

Note 11 Subsequent events

Management has evaluated subsequent events through October 30, 2023, the date that the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Lamad Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Lamad Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2023.

Report on Internal Control over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

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

Purpose of This Report

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

New York, New York
October 30, 2023

| |
|--|
| Disclosure of Financial Interest by a Current or Former Trustee |
|--|

Trustee Name:

Adrian Brijadder

Name of Charter School Education Corporation:

Lamad Academy Charter School

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

Treasurer

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

| | |
|-------------------|-------------|
| _____ <i>o</i> | 07/31/2023 |
| Signature | Date |

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

AbenaaFrempong-Boadu

Name of Charter School Education Corporation:

LAMAD Charter Academy

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

July 23, 2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current
or Former Trustee

Trustee Name:

Kenneth Halpecin

Name of Charter School Education Corporation:

LAMAD Academy

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

Secretary

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ None

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

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

☒ **None**

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

| |
|--|
| Disclosure of Financial Interest by a Current or Former Trustee |
|--|

Trustee Name:

Rubain Dorancy

Name of Charter School Education Corporation:

Lamad Academy

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

Chair *Board Chair*

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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☒ **None**

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

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

1 [REDACTED]

[REDACTED]

July 28, 2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

| |
|--|
| Disclosure of Financial Interest by a Current or Former Trustee |
|--|

Trustee Name:

Gregorio Mayers

Name of Charter School Education Corporation:

LAMAD

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

Board member

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

[REDACTED] _____

Business Address:

[REDACTED] _____

E-mail Address:

[REDACTED] _____

Home Telephone:

[REDACTED] _____

Home Address:

[REDACTED] _____

 [REDACTED]

7-24-2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Lamad Academy

2023-24 School Calendar

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| March 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| June 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| July 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| | |
|--|---|
| | PD Days- No School for Students |
| | Holiday/Vacation Day- No School for Students or Staff |
| | Half-Day (12pm Dismissal) |
| | Marking Period Beginning/End |
| | Assessment Days (Including Interim and NYS) |
| | Grade Distribution (Progress Report or Report Cards) |
| | Parent/Faculty Conference |
| | Student Awards Ceremony |

Key Dates and Events

| Month | Date (s) | Event |
|--------------|-----------------|---|
| August | 21 | All Staff Report to Work |
| | 28 | First Day of School |
| September | 4 | Labor Day (No School) |
| | 11-15 | Reading A-Z Testing |
| | 19-22 | I-Ready Testing |
| | 25 | Yom Kippur/ No School |
| October | 6 | Distribute Progress Reports |
| | 9 | Indigenous People's Day/ No School |
| | 10-11 | English Language Arts IA #1 |
| | 13 | Half-Day for Students (12pm)/Data Day |
| | 17-18 | Mathematics IA #1 |
| | 20 | Half-Day for Students (12pm)/Data Day |
| November | 7 | Staff PD/No School for Students |
| | 10 | Veteran's Day (No School) |
| | 22-24 | Thanksgiving Break/No School |
| | 27 | Second Trimester Begins |
| | 28-29 | Parent/Faculty Meetings (12pm) |
| December | 1 | Awards Ceremony (6pm) |
| | 1-8 | Reading A-Z Testing |
| | 5-6 | English Language Arts IA #2 |
| | 8 | Half Day for Students (12pm)/Data Day |
| | 12-13 | Mathematics IA #2 |
| | 15 | Half-Day for Students (12pm)/Data Day |
| | 18-29 | Christmas Break/No School |
| January | 1 | New Year's Day/ No School |
| | 9-10 | I-Ready Testing Window |
| | 15 | Martin Luther King Jr. Day/ No School |
| | 22-26 | Mid-Terms |
| | 29 | Distribute Progress Reports |
| February | 6-7 | English Language Arts IA #3 |
| | 9 | Half-Day for Students (12pm)/Data Day |
| | 13-14 | Mathematics IA #3 |
| | 16 | Half-Day for Students (12pm)/Data Day |
| | 19-23 | Mid-Winter Break |
| March | 1-8 | Reading A-Z Testing |
| | 18 | Third Trimester Begins |
| | 19-20 | Parent/Faculty Meetings (12pm Dismissal) |
| | 22 | Awards Ceremony (6pm) |
| | 29 | Good Friday/No School |
| April | 1 | Easter Monday/No School |
| | 16-17 | NYS ELA Test |
| | 22-26 | Spring Break/No School |
| May | 3 | Distribute Progress Reports |
| | 8-9 | NYS Math Test |
| | 15 | NYS 8 th Grade Science Test |
| | 21-22 | I-Ready Testing |
| | 24 | Half-Day for Students (12pm)/Data Day |
| | 27 | Memorial Day/No School |
| June | 3-7 | Final Exams |
| | 10-14 | Reading A-Z Testing |
| | 14 | Half-Day for Students (12pm)/Data Day |
| | 19 | Juneteenth/No School |
| | 20 | 8 th Grade Graduation Ceremony |
| | 21 | Awards Ceremony (6pm) |
| | 26 | Last Day of School/Report Card Distribution |

| Days of School Count | | | |
|----------------------|---------|---------|-------|
| Month | Student | Teacher | Total |
| August | 4 | 9 | 9 |
| September | 19 | 19 | 19 |
| October | 17 | 17 | 17 |
| November | 17 | 17 | 17 |
| December | 11 | 11 | 11 |
| January | 21 | 21 | 21 |
| February | 16 | 16 | 16 |
| March | 20 | 20 | 20 |
| April | 16 | 16 | 16 |
| May | 22 | 22 | 22 |
| June | 17 | 17 | 17 |
| Total | 180 | 185 | 185 |

| First Trimester | | |
|------------------|-------|-----------------------------------|
| Month | Date | Event |
| August | 28 | 1st Report Card Cycle Begins |
| September | 29 | Progress Report Grades Due |
| October | 6 | Distribute Progress Report |
| | 10-13 | Progress Report Conferences |
| November | 17 | Report Card Grades Due |
| | 28-29 | Report Card Conferences |
| | 30 | Distribute Report Cards |
| Second Trimester | | |
| November | 27 | 2nd Report Card Cycle Begins |
| January | 19 | Progress Report Grades Due |
| | 29 | Distribute Progress Reports |
| | 29-31 | Progress Report Conferences |
| February | 1-2 | Progress Report Conferences Cont. |
| March | 8 | Report Card Grades Due |
| | 19-20 | Report Card Conferences |
| | 22 | Distribute Report Cards |
| Third Trimester | | |
| March | 18 | 3rd Report Card Cycle Begins |
| April | 19 | Progress Report Grades Due |
| May | 3 | Distribute Progress Reports |
| | 6-10 | Progress Report Conferences |
| June | 17 | Report Card Grades Due |
| | 26 | Distribute Report Cards |

Assessment Calendar

| Month | Date (s) | Assessment | Grade(s) |
|-----------|----------|--|----------|
| September | 11-15 | Reading A-Z Testing | 6-8 |
| | 19-20 | I-Ready Testing | 6-8 |
| October | 10-11 | English Language Arts IA #1 | 6-8 |
| | 17-18 | Mathematics IA #1 | 6-8 |
| December | 1-8 | Reading A-Z Testing | 6-8 |
| | 5-6 | English Language Arts IA #2 | 6-8 |
| | 12-13 | Mathematics IA #2 | 6-8 |
| January | 9-10 | I-Ready Testing | 6-8 |
| | 22-26 | Mid-Terms | 6-8 |
| February | 6-7 | English Language Arts IA #3 | 6-8 |
| | 13-14 | Mathematics IA #3 | 6-8 |
| March | 1-8 | Reading A-Z Testing | 6-8 |
| April | 16-17 | New York State English Language Arts Test | 6-8 |
| May | 8-9 | New York State Mathematics Test | 6-8 |
| | 15 | New York State 8 th Grade Science Test | 8 |
| | 21-22 | I-Ready Testing | 6-8 |
| June | 3-7 | Final Exams | 6-8 |
| | 10-14 | Reading A-Z Testing | 6-8 |

Holidays (No School)

| Month | Date (s) | Event |
|-----------|----------|----------------------------|
| September | 4 | Labor Day |
| | 25 | Yom Kippur |
| October | 9 | Indigenous People's Day |
| November | 7 | Election Day |
| | 10 | Veteran's Day |
| | 22-24 | Thanksgiving Break |
| December | 18-29 | Christmas Break |
| January | 1 | New Year's Day |
| | 15 | Martin Luther King Jr. Day |
| February | 19-23 | Mid-Winter Break |
| April | 1 | Easter Monday |
| | 22-26 | Spring Break |
| May | 27 | Memorial Day |
| June | 19 | Juneteenth |