



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/22/2015

Last updated: 07/30/2015

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

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

FAMILY LIFE ACADEMY CS III (SUNY TRUSTEES) 320700861070

### 2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 7

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	370 Gerard Avenue Bronx, NY 10451	718-665-2805	718-665-2811	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Andrea Hernandez
Title	Principal
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

FLACS3.FLACSNYC.COM

### 6. DATE OF INITIAL CHARTER

2014-07-01 00:00:00

## 7. DATE FIRST OPENED FOR INSTRUCTION

2014-09-01 00:00:00

## 8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

91

## 9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1
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## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

## Page 2

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	296 East 140St Bronx, NY 10452	718-685-2805	CSD 7	k-1	No	Rent/Lease
Site 2						
Site 3						

### 12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
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School Leader	Andrea Hernandez			
Operational Leader	Catherine Rodriguez-Torres			
Compliance Contact	Andrea Hernandez			
Complaint Contact	Rachel Cotto			

## Page 3

**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

Martin Wolpoff, Special Projects

**16. Our signatures 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. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is stylized and cursive, starting with a large loop on the left and ending with a long horizontal stroke on the right.

Thank you.



# Appendix A: Link to the New York State School Report Card

Created: 07/22/2015

Last updated: 07/28/2015

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## Page 1

**Charter School Name:**

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### **1. NEW YORK STATE REPORT CARD**

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

URL is not available



# Family Life Academy

## Charter School III

Andrea Hernandez Rachel Cotto  
Principal Assistant Principal

296 E. 140th Street Bronx, NY 10454

T: (718) 665-2805

F: (718) 665-2811

**Website: [flacs2nyc.com](http://flacs2nyc.com)**

**Family Life Academy  
CHARTER SCHOOL - III**

**2014-15 ACCOUNTABILITY  
PLAN**

**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 2015

By Andrea Hernandez

296 E. 140<sup>th</sup> Street

Bronx, NY 10454

T: (718) 665-2805

F: (718) 665-2811

Web Site: **flacs2nyc.com**

**Martin Wolpoff, Special Projects** prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chair, Facilities Committee
Kevin Kerns	Accountability Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Greg Nannery	Secretary, Finance Committee
Marvin Dutton	Member
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet M. Lerner	Member, Accountability Committee
Bernarda Martinez	PTA President
Francisco Lugovina	Chairman Emeritus, Facilities Committee
Rev. Raymond Rivera	Member, Nomination Committee, Facilities Committee
Susana Rivera Leon	Member, Nomination Committee
Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Wanda Torres	Vice-Chair, Fundraising Committee
Florence Wolpoff	Member, Accountability Committee

Name Andrea Hernandez has served as the principal since 2014.



## INTRODUCTION

Family Life Academy Charter School III, a replication of Family Life Academy Charter School (FLACS), opened its doors to ninety-six kindergarten and first grade students in September 2014 in Community School District 7, in the Mott Haven section of the Bronx.

FLACS III, the third school in the FLACS Network, embraced the vision of FLACS' founder, Dr. Reverend Raymond Rivera, of having a 'holistic' approach to providing children with an exceptional educational program, building student character and developing life-long skills that support the school's mission:

"Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center (LPAC) and parents, seeks to create the conditions for self-empowerment for K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values." Similar to FLACS-I, the FLACSII/III facility now hosts the New Hope Church which is affiliated with LPAC. The intent is to ensure that the community sees, and embraces, the FLACS facility as a community resource.

FLACS-III students also attend a summer camp sponsored by LPAC.

From the belief in educating the whole child, FLACS-III has created a school that replicates the best practices inherent to FLACS while having the freedom to adopt practices unique to FLACS III, such as starting the day having breakfast in each classroom, and implementing performing and visual arts programs.

At the beginning, FLACS III had to address some early challenges as it sought to welcome students on the first day. After identifying school administrators and faculty, there was difficulty in moving into the facility that had been identified for the school. It had been anticipated that refurbishing of the Gerard Avenue facility would have been completed and the building would be available for opening day. However, that was not the case and FLACS III, utilizing space still available in the FLACS II facility, was able to open only one week after the two other schools. Some of the related uncertainties made establishing the school's initial enrollment difficult and FLACS III opened with less than full enrollment. In addition, the need for outreach for our initial enrollment negated the opportunity to conduct a lottery. Students were accepted practically on a first come basis. Thus, we were concerned that the student population, smaller than was projected, might not be fully representative of the District 7 population. It must be noted that, helpful to the process, and moving forward to the 2015-2016 academic year, has been FLACS' founder and board member, Rev. Dr. Raymond Rivera's established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school for the 2015-2016 school year. It is most pleasing to note that for the coming academic year enrollment, based on the school's lottery, FLACS-III has made all targets and will be opening it's second year at full capacity, although still temporarily housed at FLACS-II.

The focus of all FLACS schools has been to attract immigrant and second language learners from the community that surrounds the schools. In spite of the initial enrollment difficulties, as noted above, FLACS III's student population has been demographically representative of the community in

which it is located; 32% are ELL students, 16% are students with disabilities and 95% of the students who are eligible for free and reduced lunch. In comparison, District 7 (based on the 2014 DOE Progress Report Card) has 18% ELL students, 24% students with disabilities and 93% students eligible for free and reduced lunch. FLACS-III is in the first stages of replicating FLACS-I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education

This year we had our kindergarten and 1<sup>st</sup> grade students eat in the classrooms enabling classroom teachers and teaching assistants to expound on the value of organic foods and eating healthy. After the first few weeks of school, students were happy to eat fruits and vegetables and even requested second servings. Although we were not able to provide a food program with a chef and trained culinary staff, as does FLACS I, FLACS III secured the services of Revolution Foods, a provider that offers healthy, organic meals to schools.

To monitor school/student progress, FLACS-III has utilized several diagnostic and summative assessments, including those identified below:

### *Fountas & Pinnell*

We believe in data driven instruction thus, we regularly assess student progress. One of the tools we use to assess, monitor, and target reading instruction is through the four times per year administration of reading records using the Fountas & Pinnell (F&P) Benchmark Assessments. The feedback enables us to gather valuable information about each individual student's processing strategies, phonics/word analysis, fluency, and comprehension skills. These data provide us with insight into how to focus and refocus our teaching. The F&P Benchmark Assessment system provides information allowing teachers to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

### *TerraNova Battery*

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery is a tool that provides detailed diagnostic information. This series of assessments generates Normal Curve Equivalents (NCE) scores in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End-of-the-year data are analyzed to investigate student progress, assess further instructional needs and to explore the need for possible curriculum adjustments.

### **Unit Exams**

Unit exams are administered approximately every four to six weeks for the Open Court phonics and the **Ready Gen** programs. Data are collected and analyzed for class and individual student learning trends that drive instruction toward further instructional needs.

### **Highlights of our first year (2014-2015) include:**

- Maintaining an average attendance rate at 90%
- Finding that 71.5% of our students attained Fountas and Pinnell end of year independent reading benchmarks.
- Finding that 50.3% of kindergarten students scored at grade level or above in Total Reading based on the TerraNova assessment, while 61.2 scored at grade level in math and 56.8% scored at grade level in total score.
- Finding that of our first grade students 35.7% scored at grade level or above in total reading and 45.7% in math based on TerraNova assessment and 40.7% scored on level on total score. This represents a 13.4% and 27.9% gain respectively from their October base-line scores.
- Implementing of an instructional program to meet the needs of all students. On average, our special needs students moved up 4 reading levels and our English Language Learners made language gains of a year or more.
- Establishing an academic intervention program to support our struggling students to achieve grade level.
- Providing a professional development program for the teachers every Monday from 3:30 to 5:00pm, every first Friday of the month, on Election Day and on other specific days.
- Conducting an after school AIS program for students in danger of being held over.
- Implementing a Tech Time program to enable the Technology Specialist to provide iPad learning.
- Supporting an active parents' association with an established PA Executive Board.
- Engaging in a highly successful Parent Association that sponsored a holiday season toy drive resulting in all of our students receiving an age appropriate gift.
- Providing school wide trips to support and enrich the curriculum, (e.g., Farm, Bronx Museum, Hostos Community College, American Museum of Natural History and the Bronx Zoo).
- Contracting with Revolution Foods, to ensure that our students were provided with healthy meals.
- Implementing a performing arts program for students that included assembly programs throughout the year to showcase student performing arts through a variety of themes
- Establishing a visual arts partnership with the Leap Program to provide art classes and for student displays in our new school building.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	51	40												91

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

#### Background

We follow a balanced literacy model supported by Open Court, a systematic phonics program. We augmented the reading comprehension instruction by implementing a close reading component using the Ready Gen program. The Ready Gen program incorporates complex text to address standards in reading comprehension aligned to the Common Core. We have also developed a Writer's Workshop curriculum using the 6+1 Traits and Teacher's College Common Core Units of Writing aligned to the writing standards.

Our curriculum units are centered on the Common Core Learning Standards where fiction and nonfiction texts are paired. All nonfiction text is further explored through science and social studies making our curriculum interdisciplinary. Digital technology is infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work.

Our literacy block is approximately 180 minutes daily. Our block consists of the following components:

- *Phonics*-Open Court
- *Close Reading* - based on Ready Gen Text support with accountable talk using text evidence
- *Choral Shared Reading*-Using poetry, songs and short texts
- *Guided Reading* in small group instruction using Fountas and Pinnell Intervention System
- *Independent Reading* - 1 to 1 student conferencing
- *Writer's Workshop*-Using 6+1 Traits and TC CCSS Units of Writing aligned to Common Core Writing Standards.

All English Language Learners engage in each component of the balanced literacy model through the use of ESL strategies and small group instruction. The programming of ESL periods is varied based on individual student's language proficiency. For example, beginner ELLs have longer phonics sessions to help build foundational skills.

Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student and supported by a rich selection of digital resources.

We have also added a reading intervention program for those not meeting benchmarks. We follow the Fountas & Pinnell Academic Intervention program to target individual literacy needs and then provide small group instruction 5 days a week for 50 minutes. Student progress is monitored weekly with reading records and conferring.

## ASSESSMENT

### *Fountas & Pinnell*

We believe in data-driven instruction therefore we regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records. We administer reading records at least four times a school year using the Fountas & Pinnell Benchmark Assessments. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency, and comprehension all of which give us insights about how to focus our teaching. The F & P Benchmark Assessment system provide information to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

### *TerraNova Battery*

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

### *Unit Exams*

Unit exams are administered approximately every four to six weeks for the Open Court phonics program and the Ready Gen program. This data is collected and analyzed for trends for learn about further instructional needs.

## Goal 1: Absolute Measure

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

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

## Method

As this is the first year of the school's existence, in May, 2015, the school administered the TerraNova assessment to grades K and 1

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

**2014-15 Locally Administered TerraNova Assessment  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
K	51	0	0	0	51
1	40	0	0	0	40
All	91	0	0	0	91

## Results

FLACS-III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class. The MNCE for kindergarten on the TerraNova assessment was above the targeted 50%, also known as "being on grade level," while first grade students scored below the target. This was in part due to the recruitment problems already discussed. While we are pleased to report a higher than the district percentage of ELL students, we also have a higher than district population of students who did not have pre-school academic experiences. We are confident that there will be much improved student performance in our second year.

## **Performance on 2014-150 TerraNova Total Reading Score By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	50.3	51	N/A	N/A
1	37.0	40	N/A	N/A
All	44.5	91	N/A	N/A

## Evaluation

For grade K, and for the school as a whole, the school came close or exceeded its measure of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school's instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for all students and from all students.

In this, our first year, we note that 51.7% of kindergarten students achieved an MCNCE of 50 or better. With this as our baseline, FLACS-III has a challenge and goal of maintaining and exceeding this performance level.

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A	N/A	N/A	50.3	51
1	N/A	N/A	N/A	N/A	37.0	40
All	N/A	N/A	N/A	N/A	44.5	91

As a first year school, FLACS III does not have any students in their second year.

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO



each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

## Results

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first two 3<sup>rd</sup> grade classes.

### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

$$\begin{array}{ccccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

## Evaluation

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.

## Results

Until FLACS-III has a third grade, there will not be any published scores with which to do a comparison. However, the TerraNova assessment scoring is based on a national sample. The NCE score sets 50 as being on grade level. FLACS-III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class. With a school-wide

MNCE score of 44.5, FLACS needs to re-evaluate its curricula to ensure that student performance will improve in the next academic year. With an MNCE of 50.3% for our kindergarten students, we know that we need built on this score which achieved the goal target. Being in its first year, FLACS does not have any data for students in their second year.

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A		
1	N/A	N/A		
All	N/A	N/A		

**Evaluation**

Without data to enable any comparison, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-III does not have any second year students or students for whom the SED ELA assessment was administered. Again, we note that FLACS-III's kindergarten MNCE score is indicative of its having scored above the national median.

**Additional Evidence**

Scores on the TerraNova are provided only to the tested school. Thus, we do not have any comparative data for district schools.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
Kg	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 requirement for achieving this measure.

**Results**

Being in it's first year, and testing only in grades K and 1, FLACS-III does not have any data from 2013-14.

**2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
All						
<b>School's Overall Comparative Performance:</b>						

Being in it s first year. FLACS-III does not have any data from 2013-14.

## Evaluation

Being in it s first year. And not yet having a third grade, FLACS-III does not have any data from 2013-14.

## Additional Evidence

Being in it s first year. FLACS-III does not have any data from 2013-14.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

## Goal 1: Growth Measure

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.

## Results

### **2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

## Results

Being in its first year, FLACS-III does not have any data from 2013-14.

## Evaluation

Being in its first year, FLACS-III does not have any data from 2013-14.

### Goal 2: Growth Measure

Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

Being in its first year, FLACS-III does not have a prior year's scores with which to make a comparison.

### Summary of the English Language Arts Goal

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores.

Type	Measure	Outcome
Absolute	Each year for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery  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.	Target was achieved for Kindergarten and is approaching for 1 <sup>st</sup> grade  N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB	N/A

	accountability system.	
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 local school district.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE	N/A

## Action Plan

As noted earlier, the achievement of FLACS-III on the TerraNova assessment has set a high baseline for kindergarten and needs to improve for grade 1. Moving forward, we envision doing the following:

### PROFESSIONAL DEVELOPMENT

FLACS-III seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children to build a collaborative community of learners that nurtures a culture of warmth and academic rigor.

We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will help to improve and refine their practice.

By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness. Our Professional development will focus on three key areas, creating classroom content, modeling techniques for effective practice and feedback on lessons.

Thus, at FLACS-III there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been, and will be, followed by in-class coaching, 1:1 conferences, and modeling. Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

1. administering the Fountas & Pinnell Benchmark Assessment
2. understanding and executing the Ready Gen program
3. teaching phonics with Open Court
4. Fountas & Pinnell Academic Intervention
5. deconstructing the Common Core Learning Standards
6. launching Writer's Workshop using 6+1 and TC CCSS Units of Study in Writing
7. understanding text complexity
8. Teaching Guided Reading
9. Teaching Close Reading
10. Questioning and Discussion Techniques – Accountable Talk
11. Teaching Choral Reading to build students' reading fluency

## MATHEMATICS

### Goal 1: Mathematics

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

#### Background

Our math program is modeled after the Singapore Math program. Math in Focus is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of Math in Focus is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice.

The Math in Focus (Singapore Math) framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- 0 Make sense of problems and persevere in solving them
- 1 Reason abstractly and quantitatively
- 2 Construct viable arguments and critique the reasoning of others
- 3 Model with mathematics
- 4 Use appropriate tools strategically
- 5 Attend to precision
- 6 Look for and make use of structure
- 7 Look for and express regularly in repeated reasoning
- 8

Our mathematics block is comprised of a total of 50 minutes a day. The first session is centered on explicit instruction, guided practice, discussion, and independent practice. The second session is centered on application, modeling, discussion and assessment.

## ASSESSMENT

### ***Math in Focus***

Mathematical student performance progress is monitored frequently with Math in Focus.

Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.



## *TerraNova Battery*

Math skills, concepts and application of are also assessed using the TerraNova Mathematics Battery Assessment for grades 1 and above. The TerraNova Mathematics Battery assessment provides detailed diagnostic information. This series of assessments generates precise NCE achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data are analyzed to investigate student progress and to explore possible adjustments needed to the curriculum.

The school also administers its own baseline, midline and endline analysis in mathematics and writing.

### PROFESSIONAL DEVELOPMENT

Our teachers receive professional development throughout the school year. A Math in Focus facilitator works closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of the instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

### Instruction

- Charlotte Danielson
  - Framework for Teaching
  - Domain 2: Classroom Environment
  - Planning and Preparation
  - Walkthrough – classroom Environment with staff
- Classroom Management
  - Ramapo Coaching Sessions
  - Writing planning calendars
- Generation Ready:
  - Planning calendars
  - Deconstructing Ready Gen Lessons to dictate the pacing and unit planning to reflect learning targets
  - Generation Ready : Classroom visits – classroom environment and Planning Ready Gen Units
  - Generation Ready: Guided Reading lessons
  - Generation Ready: Ready Gen lesson observations with focus on Questioning and Discussion (am) Planning Ready Gen units with Learning Targets focus (pm)

- Generation Ready: Demo & Debriefing of conferencing with students and analysis of class sets of Midline Writing Assessments
- Generation Ready: Questioning and Discussion Techniques
- Generation Ready: Demo Writing Conferences/Debrief and
- Planning Writing Mini Lessons
- CCLS based writing: informational & opinion writing
- Convergent & Divergent Questioning

### **Technology**

- Tech PD – IPADs in the classroom
- Tech PD: PADLET, Flash Activities, Museum tours, Google Earth, Exploring 3D images, and more.
- Tech Webinar – IMovies

### **Evaluation**

- Data Analysis with Martin Wolpoff
- Skedula/Datacation Training
- F&P and K Readiness Assessments
- What is Meaningful Assessment?
- Assessment Inventory Across Grades
- Introducing K-Readiness Assessment, Fountas and Pinnell
- Analyze Report Card Data

### **Goal 1: Absolute Measure**

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Battery

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

### **Method**

As this is the first year of the school's existence, the school is serving only grades K and 1. Thus, the school administered the TerraNova assessment to grades K and 1 in May, 2015

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

**2014-15 Locally Administered TerraNova Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
K	51	0	0	0	51
1	40	0	0	0	40
All	91	0	0	0	91

## Results

FLACS-III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class. The MNCE on the TerraNova for both grades was approaching the targeted 50%, also known as "being on grade level.

**Performance on 2012-13 TerraNova Total Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	61.2	51	NA	NA
1	43.0	40	NA	NA
All	50.0	91	NA	NA

## Evaluation

For kindergarten, the school exceeded its target. Grade 1 is approaching its target. The school did meet its measure of having an MNCE score of 50%. We believe that we have begun to develop a supportive school culture which has high expectations for all students for, and from, the students

## Additional Evidence

With this as our baseline, FLACS-III has a challenge and goal of maintaining and exceeding this performance level.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

Since this is our first year, FLACS-III does not have any second year students.

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

### Results

This measure will not be relevant to the school's measurement results until 2016-2017 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

	N/A	N/A	N/A	N/A
--	-----	-----	-----	-----

$$\begin{array}{ccccccc}
 \text{PI} & = & ? & + & ? & + & ? \\
 & & & & ? & + & ? \\
 & & & & & & \text{PLI} \\
 & & & & & & =
 \end{array}$$

## Evaluation

Being in its first year, and not having grades above 1<sup>st</sup>, FLACS-III does not have a calculated PLI.

### Goal 1: Comparative Measure

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

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.

## Results

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class.

### 2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A		
1	N/A	N/A		
All	N/A	N/A		

## Evaluation

Without data, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-III does not yet have any second year students or students for whom the SED assessment is applicable.

### Additional Evidence

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 1: Comparative Measure

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

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

### Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-III admits its first 3<sup>rd</sup> grade class. Being in it's first year, FLACS-III does not have any data from 2013-14.

### **2014-15 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
All	0	0	0	0	0	0

#### **School's Overall Comparative Performance:**

Being in it's first year. FLACS-III does not have any data for 2014-15.

### **Evaluation**

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class. Being in it's first year, FLACS-III does not have any data for 2014-2015.

### **Mathematics**

#### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### **Goal 1: Growth Measure**

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.

## Results

### **2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class

### **Summary of the Mathematics Goal**

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. FLACS-III has achieved the target on this measurement.

Goal	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.	N/A  Target was achieved for



	Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Reading Battery	Kindergarten and is approaching for 1 <sup>st</sup> grade
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 local school district.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### Action Plan

As noted earlier, the achievement of FLACS-III on the TerraNova assessment has set a baseline for the school to improve upon. Moving forward, we envision doing the following:

#### PROFESSIONAL DEVELOPMENT

We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will provide teachers with instructional strategies to implement effectively the academic curriculum in all disciplines of study.

By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness.

Our Professional development will focus on three key areas, creating classroom content, modeling techniques for effective practice and feedback on lessons.

Thus, at FLACS-III there are frequent and consistent professional development sessions to ensure effective instruction.

## ASSESSMENT

### ***Math in Focus***

Mathematical student performance progress is monitored frequently with Math in Focus.

Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

### ***TerraNova Battery***

Math skills, concepts and application of are also assessed using the TerraNova Battery Assessment. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

## PROFESSIONAL DEVELOPMENT

Our teachers received professional development throughout the school year. A Math in Focus facilitator worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

Teachers have been engaged in the following professional development sessions and workshops throughout the school year

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Ready Gen program
- teaching phonics with Open Court
- Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop using 6+1 and TC CCSS Units of Study in Writing

- understanding text complexity
- teaching Guided Reading
- Teaching Close Reading
- Questioning and Discussion Techniques – Accountable Talk
- Teaching Choral Reading to build Students’ reading fluency
- Teaching Math in Focus Program

### **Instruction**

- Charlotte Danielson
  - Framework for Teaching
  - Domain 2: Classroom Environment
  - Planning and Preparation
- Walkthrough – classroom Environment with staff
- Writing planning calendars
- Generation Ready:
  - Planning calendars
  - Deconstructing Ready Gen Lessons to dictate the pacing and unit planning to reflect learning targets
  - Generation Ready : Classroom visits – classroom environment and Planning Ready Gen Units
  - Generation Ready: Guided Reading lessons
  - Generation Ready: Ready Gen lesson observations with focus on Questioning and Discussion (am) Planning Ready Gen units with Learning Targets focus (pm)
  - Generation Ready: Demo & Debriefing of conferencing with students and analysis of class sets of Midline Writing Assessments
  - Generation Ready: Questioning and Discussion Techniques
  - Generation Ready: Demo Writing Conferences/Debrief and
  - Planning Writing Mini Lessons
- CCLS based writing: informational & opinion writing
- Convergent & Divergent Questioning

### **Technology**

- Tech PD – IPADs in the classroom
- Tech PD: PADLET, Flash Activities, Museum tours, Google Earth, Exploring 3D images, and more.
- Tech Webinar – IMovies

## Evaluation

- Data Analysis with Marty Wolpoff
- Skedula/Datacation Training
- F&P and K Readiness Assessments
- What is Meaningful Assessment?
- Assessment Inventory Across Grades
- Introducing K-Readiness Assessment, Fountas and Pinnell
- Analyze Report Card Data

## Math

- Math in Focus Training
- Analysis of Midline Math Assessments

## SCIENCE

### Goal 3: Science

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

#### Background

FLACS III implemented the FOSS Science Program. Foss is a research-based science curriculum that provides students with science experiences that are cognitively age-appropriate; prepares students for an increasingly complex scientific and technological world, uses hands-on active learning, inquiry, multi-sensory methods and reflects current research on learning.

The FOSS Assessment system uses a number of formative and summative strategies to help teacher and students monitor their progress and measure their ability to apply concepts they have learned. The system includes teacher observations, student response sheets, student self- assessments and end of module and summative exams.

### Goal 3: Absolute Measure

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

#### Method

FLACS-III does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade

#### Results

FLACS-III does not yet have a fourth or eighth grade.

#### **Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A		
8	N/A	N/A		

#### Evaluation

FLACS-III does not yet have a fourth or eighth grade.

### Additional Evidence

FLACS-III does not yet have a fourth or eighth grade.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					N/A	N/A
8					N/A	N/A
All					N/A	N/A

### Goal 3: Comparative Measure

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

### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

### Results

FLACS-II does not yet have a fourth or eighth grade.

### 2014-15 State Science Exam

### Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A		
8	N/A	N/A		

## Evaluation

FLACS-III does not yet have a fourth or eighth grade.

## Additional Evidence

FLACS-III does not yet have a fourth or eighth grade.

### Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					N/A	
8					N/A	
All					N/A	

## Summary of the Science Goal

FLACS-III does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade.

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.	N/A
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 local school district.	N/A

## Action Plan

FLACS-III does not yet have a fourth or eighth grade.

## NCLB

### Goal 5: NCLB

Under the state's NCLB accountability system, the school is in Good Standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school

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

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan

#### **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

#### **Results**

FLACS-III, in its first year has no data to be used for NCLB purposes. It also does not yet have any information from the State Education Department

#### **Evaluation**

N/A

#### **Additional Evidence**

N/A

**NCLB Status by Year**

Year	Status
2012-13	N/A
2013-14	N/A
2014-15	N/A





## Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/28/2015

Last updated: 07/31/2015

### Page 1

**Charter School Name:**

#### **B. Financial Information**

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### **1. Total Expenditures Per Child**

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	1891190
Line 2: Year End Per Pupil Count	90
Line 3: Divide Line 1 by Line 2	21013

#### **2. Administrative Expenditures per Child**

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	308954
Line 2: Management and General Cost (Column)	0
Line 3: Sum of Line 1 and Line 2	308954
Line 4: Year End Per Pupil Count	90
Line 5: Divide Line 3 by the Year End Per Pupil Count	3432

***Thank you.***



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS

#### 1- GRAY tab contains the Instructions

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
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#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
<a href="#">2.) Enrollment</a>	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2014-15 Basic Tuition*</b>	<b>Final 2015-16 Basic Tuition*</b>
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## **ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

### **Family Life Academy Charter School III**

Contact Name:	Scott Quintero
Contact Title:	Director of Finance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
Current Academic Year:	2015-16
Prior Academic Year:	#MACRO?

## ENROLLMENT BY GRADES

ENROLLMENT BY DISTRICT

NOTE:  
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COMPLETELY BLANK.  
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be completed.

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		PRIOR YEAR #MACRO?	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
PRIMARY/OTHER	DISTRICT NAME(S) (Select from drop-down list) (Select from drop-down list) (Select from drop-down list) (Select from drop-down list) (Select from drop-down list) (Select from drop-down list)		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
		Actual Enrollment												

**FAMILY LIFE ACADEMY CHARTER SCHOOL III  
2015-16**

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

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.  
IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE			
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Executive Management		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Instructional Management		1.0		1.0		1.0		1.0					
Deans, Directors & Coordinators													
CFO / Director of Finance													
Operation / Business Manager													
Administrative Staff		1.0		1.0		1.0		1.0					
TOTAL ADMINISTRATIVE STAFF		2.0	0.0	2.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0
PRIOR YEAR 2014-15 ACTUAL													
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE			
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Teachers - Regular		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - SPED		1.0		1.0		1.0		1.0					
Substitute Teachers		1.0		1.0		1.0		1.0					
Teaching Assistants		1.0		1.0		1.0		1.0					
Specialty Teachers		1.0		1.0		1.0		1.0					
Aides													
Therapists & Counselors													
Other		1.0		1.0		1.0		1.0					
TOTAL INSTRUCTIONAL		5.0	0.0	5.0	0.0	5.0	0.0	5.0	0.0	0.0	0.0	0.0	0.0
PRIOR YEAR 2014-15 ACTUAL													
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE			
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Nurse		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Librarian													
Custodian													
Security													
Other													
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PRIOR YEAR 2014-15 ACTUAL													
TOTAL PERSONNEL SERVICE FTE		7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	0.0	0.0	0.0	0.0
PRIOR YEAR 2014-15 ACTUAL													



## STAFFING PLAN - WAGES

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

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	
INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	
NON-INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	
<b>TOTAL PERSONNEL SERVICE FTE</b>	

<b>ADMINISTRATIVE PERSONNEL WAGES</b>	<b>Description of Assumptions</b>
<i><b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.</i>	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
<b>INSTRUCTIONAL PERSONNEL WAGES</b>	<b>Description of Assumptions</b>
<i><b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.</i>	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
<b>NON-INSTRUCTIONAL PERSONNEL WAGES</b>	<b>Description of Assumptions</b>
<i><b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.</i>	
Nurse	
Librarian	
Custodian	
Security	
Other	

FAMILY LIFE ACADEMY CHARTER SCHOOL III												
Budget / Operating Plan												
2015-16												
-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	660,511	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,913	#MACRO?	#MACRO?
-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	156	-	-	156	-	-	156	-	-	156	-	-

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

## 2015-16

Per Pupil Rate

## #MACRO?

REVENUE FROM FEDERAL FUNDING

## Other

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

## TOTAL REVENUE

**FAMILY LIFE ACADEMY CHARTER SCHOOL III**  
**Budget / Operating Plan**  
**2015-16**

Total Revenue	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Total Expenses	-	660,511	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,913	#MACRO?	#MACRO?	
Net Income	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Actual Student Enrollment	-	156	-	-	156	-	-	156	-	-	156	-	-	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
	#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions													
Executive Management	1.00	-	55,718	-	#MACRO?	55,718	-	#MACRO?	55,718	-	#MACRO?	55,718	-	#MACRO?
Instructional Management	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Deans, Directors & Coordinators	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
CFO / Director of Finance	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Operation / Business Manager	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Administrative Staff	1.00	-	27,840	-	#MACRO?	27,840	-	#MACRO?	27,840	-	#MACRO?	27,840	-	#MACRO?
TOTAL ADMINISTRATIVE STAFF	2.00	-	83,558	-	#MACRO?	83,558	-	#MACRO?	83,558	-	#MACRO?	83,558	-	#MACRO?
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	1.00	-	85,673	-	#MACRO?	85,673	-	#MACRO?	85,673	-	#MACRO?	85,673	-	#MACRO?
Teachers - SPED	1.00	-	20,000	-	#MACRO?	20,000	-	#MACRO?	20,000	-	#MACRO?	20,000	-	#MACRO?
Substitute Teachers	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Teaching Assistants	1.00	-	39,390	-	#MACRO?	39,390	-	#MACRO?	39,390	-	#MACRO?	39,390	-	#MACRO?
Specialty Teachers	1.00	-	33,066	-	#MACRO?	33,066	-	#MACRO?	33,066	-	#MACRO?	33,067	-	#MACRO?
Aides	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Therapists & Counselors	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Other	1.00	-	3,750	-	#MACRO?	3,750	-	#MACRO?	3,750	-	#MACRO?	3,750	-	#MACRO?
TOTAL INSTRUCTIONAL	5.00	-	181,879	-	#MACRO?	181,879	-	#MACRO?	181,879	-	#MACRO?	181,880	-	#MACRO?
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Librarian	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Custodian	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Security	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Other	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
TOTAL NON-INSTRUCTIONAL	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
SUBTOTAL PERSONNEL SERVICE COSTS	7.00	-	265,437	-	#MACRO?	265,437	-	#MACRO?	265,437	-	#MACRO?	265,437	-	#MACRO?
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	20,306	-	#MACRO?	20,306	-	#MACRO?	20,306	-	#MACRO?	20,306	-	#MACRO?	#MACRO?
Fringe / Employee Benefits	-	20,918	-	#MACRO?	20,918	-	#MACRO?	20,918	-	#MACRO?	20,919	-	#MACRO?	#MACRO?
Retirement / Pension	-	775	-	#MACRO?	775	-	#MACRO?	775	-	#MACRO?	775	-	#MACRO?	#MACRO?
TOTAL PAYROLL TAXES AND BENEFITS	-	41,999	-	#MACRO?	41,999	-	#MACRO?	41,999	-	#MACRO?	42,000	-	#MACRO?	#MACRO?
TOTAL PERSONNEL SERVICE COSTS	7.00	-	307,436	-	#MACRO?	307,436	-	#MACRO?	307,436	-	#MACRO?	307,437	-	#MACRO?
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Legal	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Management Company Fee	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Nurse Services	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Food Service / School Lunch	-	38,533	-	#MACRO?	38,533	-	#MACRO?	38,533	-	#MACRO?	38,533	-	#MACRO?	#MACRO?
Payroll Services	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Special Ed Services	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Titlement Services (i.e. Title I)	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
Other Purchased / Professional / Consulting	-	3,600	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	#MACRO?
TOTAL CONTRACTED SERVICES	-	42,133	-	#MACRO?	38,533	-	#MACRO?	38,533	-	#MACRO?	38,533	-	#MACRO?	#MACRO?

**FAMILY LIFE ACADEMY CHARTER SCHOOL III**  
**Budget / Operating Plan**  
**2015-16**

<b>Total Revenue</b>	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>	-	660,511	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,913	#MACRO?	#MACRO?
<b>Net Income</b>	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>	-	156	-	-	156	-	-	156	-	-	156	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Classroom / Teaching Supplies & Materials	-	8,750	-	#MACRO?	8,750	-	#MACRO?	8,750	-	#MACRO?	8,750	-	#MACRO?
Special Ed Supplies & Materials	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Textbooks / Workbooks	-	25,000	-	#MACRO?	25,000	-	#MACRO?	25,000	-	#MACRO?	25,000	-	#MACRO?
Supplies & Materials other	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Equipment / Furniture	-	875	-	#MACRO?	875	-	#MACRO?	875	-	#MACRO?	875	-	#MACRO?
Telephone	-	3600	-	#MACRO?	3,600	-	#MACRO?	3,600	-	#MACRO?	3,600	-	#MACRO?
Technology	-	5,000	-	#MACRO?	5,000	-	#MACRO?	5,000	-	#MACRO?	5,000	-	#MACRO?
Student Testing & Assessment	-	6,250	-	#MACRO?	6,250	-	#MACRO?	6,250	-	#MACRO?	6,250	-	#MACRO?
Field Trips	-	1,875	-	#MACRO?	1,875	-	#MACRO?	1,875	-	#MACRO?	1,875	-	#MACRO?
Transportation (student)	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Student Services - other	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Office Expense	-	13,500	-	#MACRO?	13,500	-	#MACRO?	13,500	-	#MACRO?	13,500	-	#MACRO?
Staff Development	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Staff Recruitment	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Student Recruitment / Marketing	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
School Meals / Lunch	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Travel (Staff)	-	375	-	#MACRO?	375	-	#MACRO?	375	-	#MACRO?	375	-	#MACRO?
Fundraising	-	625	-	#MACRO?	625	-	#MACRO?	625	-	#MACRO?	625	-	#MACRO?
Other	-	2,313	-	#MACRO?	2,313	-	#MACRO?	2,313	-	#MACRO?	2,313	-	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	-	68,163	-	#MACRO?	68,163	-	#MACRO?	68,163	-	#MACRO?	68,163	-	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Janitorial	-	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	-	132,780	-	#MACRO?	132,780	-	#MACRO?	132,780	-	#MACRO?	132,780	-	#MACRO?
Repairs & Maintenance	-	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?
Equipment / Furniture	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Security	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Utilities	-	45,000	-	#MACRO?	45,000	-	#MACRO?	45,000	-	#MACRO?	45,000	-	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	192,780	-	#MACRO?	192,780	-	#MACRO?	192,780	-	#MACRO?	192,780	-	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	50,000	-	#MACRO?	50,000	-	#MACRO?	50,000	-	#MACRO?	50,000	-	#MACRO?
<b>RESERVES / CONTINGENCY</b>	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
<b>TOTAL EXPENSES</b>	-	660,511	-	#MACRO?	656,911	-	#MACRO?	656,911	-	#MACRO?	656,913	-	#MACRO?
<b>NET INCOME</b>	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**FAMILY LIFE ACADEMY CHARTER SCHOOL III**  
**Budget / Operating Plan**  
**2015-16**

Total Revenue	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	-	660,511	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,911	#MACRO?	#MACRO?	656,913	#MACRO?	#MACRO?
Net Income	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	156	-	-	156	-	-	156	-	-	156	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> <b>Number of Districts:</b> NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - - - - ALL OTHER School Districts: ( Weighted Avg )	-	1	-	-	1	-	-	1	-	-	1	-	-
	-	156	-	-	156	-	-	156	-	-	156	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	156	-	-	156	-	-	156	-	-	156	-	-
<b>REVENUE PER PUPIL</b>	-	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>EXPENSES PER PUPIL</b>	-	4,234	-	#MACRO?	4,211	-	#MACRO?	4,211	-	#MACRO?	4,211	-	#MACRO?

FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16					
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	2,631,246	#MACRO?	#MACRO?	(2,631,246)	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					
Total Year			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
DESCRIPTION OF ASSUMPTIONS					
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
2015-16					
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
ALL OTHER School Districts: ( Weighted Avg )	#N/A	#N/A	#MACRO?	#MACRO?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue	41,560	#MACRO?	#MACRO?	41,560	#MACRO?
Grants					
Stimulus	-	#MACRO?	#MACRO?	-	#MACRO?
DYCD (Department of Youth and Community Development)	-	#MACRO?	#MACRO?	-	#MACRO?
Other	35,100	#MACRO?	#MACRO?	35,100	#MACRO?
Other	210,750	#MACRO?	#MACRO?	210,750	#MACRO?
TOTAL REVENUE FROM STATE SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	3,750	#MACRO?	#MACRO?	3,750	#MACRO?
Title I	81,656	#MACRO?	#MACRO?	81,656	#MACRO?
Title Funding - Other	5,711	#MACRO?	#MACRO?	5,711	#MACRO?
School Food Service (Free Lunch)	-	#MACRO?	#MACRO?	-	#MACRO?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#MACRO?	#MACRO?	-	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL REVENUE FROM FEDERAL SOURCES	91,117	#MACRO?	#MACRO?	91,117	#MACRO?
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	#MACRO?	#MACRO?	-	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?
Erate Reimbursement	18,439	#MACRO?	#MACRO?	18,439	#MACRO?
Earnings on Investments	-	#MACRO?	#MACRO?	-	#MACRO?
Interest Income	150	#MACRO?	#MACRO?	150	#MACRO?
Food Service (Income from meals)	-	#MACRO?	#MACRO?	-	#MACRO?
Text Book	-	#MACRO?	#MACRO?	-	#MACRO?
OTHER	369,050	#MACRO?	#MACRO?	369,050	#MACRO?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	387,639	#MACRO?	#MACRO?	387,639	#MACRO?
<b>TOTAL REVENUE</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?



		FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16					DESCRIPTION OF ASSUMPTIONS
Total Revenue		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Total Expenses		2,631,246	#MACRO?	#MACRO?	(2,631,246)	#MACRO?	
Net Income		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	1.00	222,870	#MACRO?	#MACRO?	(222,870)	#MACRO?	
Instructional Management	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Deans, Directors & Coordinators	-	-	#MACRO?	#MACRO?	-	#MACRO?	
CFO / Director of Finance	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Operation / Business Manager	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Administrative Staff	1.00	111,360	#MACRO?	#MACRO?	(111,360)	#MACRO?	
TOTAL ADMINISTRATIVE STAFF	2.00	334,230	#MACRO?	#MACRO?	(334,230)	#MACRO?	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	1.00	342,693	#MACRO?	#MACRO?	(342,693)	#MACRO?	
Teachers - SPED	1.00	80,000	#MACRO?	#MACRO?	(80,000)	#MACRO?	
Substitute Teachers	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Teaching Assistants	1.00	157,560	#MACRO?	#MACRO?	(157,560)	#MACRO?	
Specialty Teachers	1.00	132,265	#MACRO?	#MACRO?	(132,265)	#MACRO?	
Aides	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Therapists & Counselors	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Other	1.00	15,000	#MACRO?	#MACRO?	(15,000)	#MACRO?	
TOTAL INSTRUCTIONAL	5.00	727,518	#MACRO?	#MACRO?	(727,518)	#MACRO?	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Librarian	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Custodian	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Security	-	-	#MACRO?	#MACRO?	-	#MACRO?	
Other	-	-	#MACRO?	#MACRO?	-	#MACRO?	
TOTAL NON-INSTRUCTIONAL	-	-	#MACRO?	#MACRO?	-	#MACRO?	
SUBTOTAL PERSONNEL SERVICE COSTS							
	7.00	1,061,748	#MACRO?	#MACRO?	(1,061,748)	#MACRO?	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		81,224	#MACRO?	#MACRO?	(81,224)	#MACRO?	
Fringe / Employee Benefits		83,673	#MACRO?	#MACRO?	(83,673)	#MACRO?	
Retirement / Pension		3,100	#MACRO?	#MACRO?	(3,100)	#MACRO?	
TOTAL PAYROLL TAXES AND BENEFITS		167,996	#MACRO?	#MACRO?	(167,996)	#MACRO?	
TOTAL PERSONNEL SERVICE COSTS							
	7.00	1,229,744	#MACRO?	#MACRO?	(1,229,744)	#MACRO?	
CONTRACTED SERVICES							
Accounting / Audit		-	#MACRO?	#MACRO?	-	#MACRO?	
Legal		-	#MACRO?	#MACRO?	-	#MACRO?	
Management Company Fee		-	#MACRO?	#MACRO?	-	#MACRO?	
Nurse Services		-	#MACRO?	#MACRO?	-	#MACRO?	
Food Service / School Lunch		154,132	#MACRO?	#MACRO?	(154,132)	#MACRO?	
Payroll Services		-	#MACRO?	#MACRO?	-	#MACRO?	
Special Ed Services		-	#MACRO?	#MACRO?	-	#MACRO?	
Titlement Services (i.e. Title I)		-	#MACRO?	#MACRO?	-	#MACRO?	
Other Purchased / Professional / Consulting		3,600	#MACRO?	#MACRO?	(3,600)	#MACRO?	
TOTAL CONTRACTED SERVICES		157,732	#MACRO?	#MACRO?	(157,732)	#MACRO?	

FAMILY LIFE ACADEMY CHARTER SCHOOL III					
Budget / Operating Plan					
2015-16					
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	2,631,246	#MACRO?	#MACRO?	(2,631,246)	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
DESCRIPTION OF ASSUMPTIONS					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	-	#MACRO?	#MACRO?	-	#MACRO?
Classroom / Teaching Supplies & Materials	35,000	#MACRO?	#MACRO?	(35,000)	#MACRO?
Special Ed Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?
Textbooks / Workbooks	100,000	#MACRO?	#MACRO?	(100,000)	#MACRO?
Supplies & Materials other	-	#MACRO?	#MACRO?	-	#MACRO?
Equipment / Furniture	3,500	#MACRO?	#MACRO?	(3,500)	#MACRO?
Telephone	14,400	#MACRO?	#MACRO?	(14,400)	#MACRO?
Technology	20,000	#MACRO?	#MACRO?	(20,000)	#MACRO?
Student Testing & Assessment	25,000	#MACRO?	#MACRO?	(25,000)	#MACRO?
Field Trips	7,500	#MACRO?	#MACRO?	(7,500)	#MACRO?
Transportation (student)	-	#MACRO?	#MACRO?	-	#MACRO?
Student Services - other	-	#MACRO?	#MACRO?	-	#MACRO?
Office Expense	54,000	#MACRO?	#MACRO?	(54,000)	#MACRO?
Staff Development	-	#MACRO?	#MACRO?	-	#MACRO?
Staff Recruitment	-	#MACRO?	#MACRO?	-	#MACRO?
Student Recruitment / Marketing	-	#MACRO?	#MACRO?	-	#MACRO?
School Meals / Lunch	-	#MACRO?	#MACRO?	-	#MACRO?
Travel (Staff)	1,500	#MACRO?	#MACRO?	(1,500)	#MACRO?
Fundraising	2,500	#MACRO?	#MACRO?	(2,500)	#MACRO?
Other	9,250	#MACRO?	#MACRO?	(9,250)	#MACRO?
TOTAL SCHOOL OPERATIONS	272,650	#MACRO?	#MACRO?	(272,650)	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	-	#MACRO?	#MACRO?	-	#MACRO?
Janitorial	30,000	#MACRO?	#MACRO?	(30,000)	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	531,120	#MACRO?	#MACRO?	(531,120)	#MACRO?
Repairs & Maintenance	30,000	#MACRO?	#MACRO?	(30,000)	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?
Security	-	#MACRO?	#MACRO?	-	#MACRO?
Utilities	180,000	#MACRO?	#MACRO?	(180,000)	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	771,120	#MACRO?	#MACRO?	(771,120)	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	200,000	#MACRO?	#MACRO?	(200,000)	#MACRO?
<b>RESERVES / CONTINGENCY</b>	-	#MACRO?	#MACRO?	-	#MACRO?
<b>TOTAL EXPENSES</b>	<b>2,631,246</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>(2,631,246)</b>	<b>#MACRO?</b>
<b>NET INCOME</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

	FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16					
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	DESCRIPTION OF ASSUMPTIONS
Total Expenses	2,631,246	#MACRO?	#MACRO?	(2,631,246)	#MACRO?	
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: ( Weighted Avg )						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

**FAMILY LIFE ACADEMY CHARTER SCHOOL III**  
**BALANCE SHEET**  
**2015-16**

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

## 2015-16

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

[illegible]

TOTAL REVENUE FROM STATE SOURCES

## TOTAL REVENUE FROM FEDERAL SOURCES

## TOTAL REVENUE

FAMILY LIFE ACADEMY CHARTER SCHOOL III												
Budget / Operating Plan												
2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>EXPENSES</b>	Quarter 0											
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions											
Executive Management	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Instructional Management	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Deans, Directors & Coordinators	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
CFO / Director of Finance	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Operation / Business Manager	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Administrative Staff	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL ADMINISTRATIVE STAFF	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Teachers - SPED	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Substitute Teachers	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Teaching Assistants	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Specialty Teachers	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Aides	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Therapists & Counselors	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL INSTRUCTIONAL	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Librarian	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Custodian	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Security	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL NON-INSTRUCTIONAL	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Fringe / Employee Benefits		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Retirement / Pension		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL PAYROLL TAXES AND BENEFITS		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>CONTRACTED SERVICES</b>												
Accounting / Audit		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Legal		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Management Company Fee		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Nurse Services		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Food Service / School Lunch		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Payroll Services		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Special Ed Services		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Titlement Services (i.e. Title I)		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other Purchased / Professional / Consulting		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL CONTRACTED SERVICES		-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?

FAMILY LIFE ACADEMY CHARTER SCHOOL III												
Budget / Operating Plan												
2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual Current Budget Variance			Actual Current Budget Variance			Actual Current Budget Variance			Actual Current Budget Variance		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Special Ed Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Textbooks / Workbooks	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Supplies & Materials other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Telephone	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Technology	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Testing & Assessment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Field Trips	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Transportation (student)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Services - other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Office Expense	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Development	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Recruitment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Recruitment / Marketing	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
School Meals / Lunch	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Travel (Staff)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL SCHOOL OPERATIONS	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Janitorial	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Repairs & Maintenance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Security	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Utilities	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>												
RESERVES / CONTINGENCY	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL EXPENSES	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
NET INCOME	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
ALL OTHER School Districts: ( Count = 0 )	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
TOTAL ENROLLMENT	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
REVENUE PER PUPIL	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
EXPENSES PER PUPIL	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?



FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,631,246	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
<div> <div>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</div> <div> <div>Actual vs. Current Budget (Current Quarter)</div> <div>Actual vs. Current Budget</div> <div>Current Budget - TY</div> <div>Actual vs. Current Budget TY</div> <div>Original Budget (Current Quarter)</div> <div>Actual vs. Original Budget</div> <div>Original Budget - TY</div> <div>Actual vs. Original Budget TY</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)</div> <div>Actual CY vs. Actual PY</div> </div> </div>												
<b>REVENUE</b>												
<b>REVENUES FROM STATE SOURCES</b>												
Per Pupil Revenue	CY Per Pupil Rate											
NYC CHANCELLOR'S OFFICE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
ALL OTHER School Districts: ( Count = 0 )	#N/A	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#N/A	#MACRO?	#MACRO?	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	41,560	#MACRO?	#MACRO?	#MACRO?
Grants												
Stimulus	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
DYCD (Department of Youth and Community Development)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	35,100	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	210,750	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM STATE SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>REVENUE FROM FEDERAL FUNDING</b>												
IDEA Special Needs	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,750	#MACRO?	#MACRO?	#MACRO?
Title I	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	81,656	#MACRO?	#MACRO?	#MACRO?
Title Funding - Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	5,711	#MACRO?	#MACRO?	#MACRO?
School Food Service (Free Lunch)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Grants												
Charter School Program (CSP) Planning & Implementation	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM FEDERAL SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	91,117	#MACRO?	#MACRO?	#MACRO?
<b>LOCAL and OTHER REVENUE</b>												
Contributions and Donations	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Fundraising	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Erate Reimbursement	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	18,439	#MACRO?	#MACRO?	#MACRO?
Earnings on Investments	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Interest Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	150	#MACRO?	#MACRO?	#MACRO?
Food Service (Income from meals)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Text Book	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
OTHER	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	369,050	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	387,639	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**FAMILY LIFE ACADEMY CHARTER SCHOOL III**

**Budget / Operating Plan**

**2015-16**

Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,631,246	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS										
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual		vs.		Actual	Original	Actual	Actual	PY Actual (PY	
	Current				vs.	Budget	vs.	vs.	TY / No. of	
	Budget	Current	Current	Current	Current	(Current	Original	Original	COMPLETED	Actual CY
	(Current	Budget	Budget - TY	Budget TY	Budget TY	Quarter)	Budget	Budget - TY	Actual CY	vs.
	Actual	Quarter)				Quarter)		Quarter TY	Quarters	Actual PY

<b>EXPENSES</b>	Quarter 0										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions										
Executive Management	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	222,870	#MACRO?	#MACRO?	#MACRO?
Instructional Management	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Deans, Directors & Coordinators	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
CFO / Director of Finance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Operation / Business Manager	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Administrative Staff	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	111,360	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	334,230	#MACRO?	#MACRO?	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>											
Teachers - Regular	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	342,693	#MACRO?	#MACRO?	#MACRO?
Teachers - SPED	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	80,000	#MACRO?	#MACRO?	#MACRO?
Substitute Teachers	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Teaching Assistants	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	157,560	#MACRO?	#MACRO?	#MACRO?
Specialty Teachers	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	132,265	#MACRO?	#MACRO?	#MACRO?
Aides	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Therapists & Counselors	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	15,000	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL INSTRUCTIONAL</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	727,518	#MACRO?	#MACRO?	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>											
Nurse	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Librarian	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Custodian	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Security	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL NON-INSTRUCTIONAL</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,061,748	#MACRO?	#MACRO?	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>											
Payroll Taxes		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	81,224	#MACRO?	#MACRO?	#MACRO?
Fringe / Employee Benefits		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	83,673	#MACRO?	#MACRO?	#MACRO?
Retirement / Pension		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,100	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	167,996	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,229,744	#MACRO?	#MACRO?	#MACRO?
<b>CONTRACTED SERVICES</b>											
Accounting / Audit		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Legal		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Management Company Fee		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Nurse Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Food Service / School Lunch		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	154,132	#MACRO?	#MACRO?	#MACRO?
Payroll Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Special Ed Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Titlment Services (i.e. Title I)		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other Purchased / Professional / Consulting		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,600	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL CONTRACTED SERVICES</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	157,732	#MACRO?	#MACRO?	#MACRO?

FAMILY LIFE ACADEMY CHARTER SCHOOL III Budget / Operating Plan 2015-16											
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,631,246	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
<div> <div>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</div> <div> <div>TOTALS AND VARIANCE ANALYSIS</div> <div> <div>Actual vs.</div> <div>Actual vs.</div> <div>Original Budget (Current Quarter)</div> <div>Actual vs. Original Budget</div> <div>Actual vs. Original Budget</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)</div> <div>Actual CY vs. Actual PY</div> </div> </div> </div>											
<b>SCHOOL OPERATIONS</b>											
Board Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	35,000	#MACRO?	#MACRO?	#MACRO?
Special Ed Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Textbooks / Workbooks	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	100,000	#MACRO?	#MACRO?	#MACRO?
Supplies & Materials other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,500	#MACRO?	#MACRO?	#MACRO?
Telephone	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	14,400	#MACRO?	#MACRO?	#MACRO?
Technology	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	20,000	#MACRO?	#MACRO?	#MACRO?
Student Testing & Assessment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	25,000	#MACRO?	#MACRO?	#MACRO?
Field Trips	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	7,500	#MACRO?	#MACRO?	#MACRO?
Transportation (student)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Student Services - other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Office Expense	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	54,000	#MACRO?	#MACRO?	#MACRO?
Staff Development	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Staff Recruitment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Student Recruitment / Marketing	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
School Meals / Lunch	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Travel (Staff)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,500	#MACRO?	#MACRO?	#MACRO?
Fundraising	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,500	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	9,250	#MACRO?	#MACRO?	#MACRO?
TOTAL SCHOOL OPERATIONS	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	272,650	#MACRO?	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Janitorial	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	30,000	#MACRO?	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	531,120	#MACRO?	#MACRO?	#MACRO?
Repairs & Maintenance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	30,000	#MACRO?	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Security	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Utilities	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	180,000	#MACRO?	#MACRO?	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	771,120	#MACRO?	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	200,000	#MACRO?	#MACRO?	#MACRO?
<b>RESERVES / CONTINGENCY</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL EXPENSES</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,631,246	#MACRO?	#MACRO?	#MACRO?
<b>NET INCOME</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

## 2015-16

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



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
FAMILY LIFE ACADEMY CHARTER SCHOOL III  
**2015-16**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

1					1
2					
3					
4					
5					
6	Total Revenue			-	
7	Total Expenses			-	
8	Net Income			-	
9	Actual Student Enrollment			-	
10	Total Paid Student Enrollment			-	
11					
12					or Year Ac
13					2014-15
14					Revenue
15	REVENUE				Per Pupil
16	REVENUES FROM STATE SOURCES	2015-16			N
17	Per Pupil Revenue	Per Pupil Rate			
18	NYC				
19	CHANCE	13,877		-	
20	LLOR'S			-	
21	OFFICE			-	
22	-	-		-	
23	-	-		-	
24	-	-		-	
25	-	-		-	
26	-	-		-	
27	-	-		-	
28	-	-		-	
29	-	-		-	
30	-	-		-	
31	-	-		-	
32	-	-		-	
33	ALL				
34	OTHER				
35	School				
	Districts:				
	( Weighte				
	d Avg )				
	Revenue (weighted	13,877		-	
	Average Per Pupil				
	Special Education Revenue			-	

36	Grants		
37	Stimulus		-
38	DYCD (Department of Youth and Commu		-
39	Other		-
40	Other		-
41	TOTAL REVENUE FROM STATE SOURCES		-
42			
43	<b>REVENUE FROM FEDERAL FUNDING</b>		
44	IDEA Special Needs		-
45	Title I		-
46	Title Funding - Other		-
47	School Food Service (Free Lunch)		-
48	Grants		
49	Charter School Program (CSP) Planning		-
50	Other		-
51	Other		-
52	TOTAL REVENUE FROM FEDERAL SOURCES		-
53			
54	<b>LOCAL and OTHER REVENUE</b>		
55	Contributions and Donations		-
56	Fundraising		-
57	Erate Reimbursement		-
58	Earnings on Investments		-
59	Interest Income		-
60	Food Service (Income from meals)		-
61	Text Book		-
62	OTHER		-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
64			
65	<b>TOTAL REVENUE</b>		-
66			
67			
68	<b>EXPENSES</b>		
69	<b>ADMINISTRATIVE STAFF PERSONNEL</b>	Avg. No. of Positions	
70	Executive Management	1.00	-
71	Instructional Management	-	-
72	Deans, Directors & Coordinato	-	-
73	CFO / Director of Finance	-	-
74	Operation / Business Manager	-	-
75	Administrative Staff	1.00	-
76	TOTAL ADMINISTRATIVE STAFF	2.00	-
77			
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
79	Teachers - Regular	1.00	-
80	Teachers - SPED	1.00	-

81	Substitute Teachers	-	-
82	Teaching Assistants	1.00	-
83	Specialty Teachers	1.00	-
84	Aides	-	-
85	Therapists & Counselors	1.00	-
86	Other	<u>1.00</u>	-
87	TOTAL INSTRUCTIONAL	6.00	-
88			
89	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
90	Nurse	-	-
91	Librarian	-	-
92	Custodian	-	-
93	Security	-	-
94	Other	<u>1.00</u>	-
95	TOTAL NON-INSTRUCTIONAL	1.00	-
96			
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	9.00	-
98			
99	<b>PAYROLL TAXES AND BENEFITS</b>		
100	Payroll Taxes		-
101	Fringe / Employee Benefits		-
102	Retirement / Pension		-
103	TOTAL PAYROLL TAXES AND BENEFITS		-
104			
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	9.00	-
106			
107	<b>CONTRACTED SERVICES</b>		
108	Accounting / Audit		-
109	Legal		-
110	Management Company Fee		-
111	Nurse Services		-
112	Food Service / School Lunch		-
113	Payroll Services		-
114	Special Ed Services		-
115	Titlement Services (i.e. Title I)		-
116	Other Purchased / Professional / Consulting		-
117	TOTAL CONTRACTED SERVICES		-
118			
119	<b>SCHOOL OPERATIONS</b>		
120	Board Expenses		-
121	Classroom / Teaching Supplies & Materials		-
122	Special Ed Supplies & Materials		-
123	Textbooks / Workbooks		-
124	Supplies & Materials other		-
125	Equipment / Furniture		-
126	Telephone		-
127	Technology		-
128	Student Testing & Assessment		-



129	Field Trips	-
130	Transportation (student)	-
131	Student Services - other	-
132	Office Expense	-
133	Staff Development	-
134	Staff Recruitment	-
135	Student Recruitment / Marketing	-
136	School Meals / Lunch	-
137	Travel (Staff)	-
138	Fundraising	-
139	Other	-
140	TOTAL SCHOOL OPERATIONS	-
141		
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>	
143	Insurance	-
144	Janitorial	-
145	Building and Land Rent / Lease / Facility Finance In	-
146	Repairs & Maintenance	-
147	Equipment / Furniture	-
148	Security	-
149	Utilities	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	-
151		
152	<b>DEPRECIATION &amp; AMORTIZATION</b>	-
153	<b>RESERVES / CONTINGENCY</b>	-
154		
155	<b>TOTAL EXPENSES</b>	-
156		
157	<b>NET INCOME</b>	-
158		
159	<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	
160	<b>Number of Districts:</b>	-
161	NYC CHANCELLOR	-
162	-	-
163	-	-
164	-	-
165	-	-
166	-	-
167	-	-
168	-	-
169	-	-
170	-	-
171	-	-
172	-	-
173	-	-
174	-	-
175	-	-

176		ALL OTHER School	-
177	<b>TOTAL ENROLLMENT</b>		-
178			
179	<b>REVENUE PER PUPIL</b>		-
180			
181	<b>EXPENSES PER PUPIL</b>		-

1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1	
Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget

**OTE\*** If there are NO budget revisions at the time of quarterly submittal leave 'REVISED' Column blank. ***If Revised Budget column is utilized, the entire column MUST be completed.***

[illegible]

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
26,325	-	-	26,325	-	-	26,325	-
<u>10,115</u>	<u>-</u>	<u>-</u>	<u>10,115</u>	<u>-</u>	<u>-</u>	<u>10,115</u>	<u>-</u>
1,791,657	-	-	1,791,657	-	-	###	-

11,500	-	-	11,500	-	-	11,500	-
65,839	-	-	65,839	-	-	65,839	-
2,949	-	-	2,949	-	-	2,949	-
-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>93,815</u>	<u>-</u>	<u>-</u>	<u>93,815</u>	<u>-</u>	<u>-</u>	<u>93,815</u>	<u>-</u>
174,103	-	-	174,103	-	-	174,103	-

10,000	-	-	10,000	-	-	10,000	-
2,250	-	-	2,250	-	-	2,250	-
19,682	-	-	19,682	-	-	19,682	-
-	-	-	-	-	-	-	-
250	-	-	250	-	-	250	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
32,182	-	-	32,182	-	-	32,182	-

<b><u>1,997,941</u></b>	<u>-</u>	<u>-</u>	<b><u>1,997,941</u></b>	<u>-</u>	<u>-</u>	<b><u>###</u></b>	<u>-</u>
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80,563	-	-	80,563	-	-	80,563	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>67,969</u>	<u>-</u>	<u>-</u>	<u>67,969</u>	<u>-</u>	<u>-</u>	<u>67,969</u>	<u>-</u>
148,531	-	-	148,531	-	-	148,531	-

344,307	-	-	344,307	-	-	344,307	-
63,581	-	-	63,581	-	-	63,581	-

-	-	-	-	-	-	-	-
89,936	-	-	89,936	-	-	89,936	-
100,695	-	-	100,695	-	-	100,695	-
-	-	-	-	-	-	-	-
34,915	-	-	34,915	-	-	34,915	-
<u>50,855</u>	<u>-</u>	<u>-</u>	<u>50,855</u>	<u>-</u>	<u>-</u>	<u>50,855</u>	<u>-</u>
684,289	-	-	684,289	-	-	684,289	-

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>47,830</u>	<u>-</u>	<u>-</u>	<u>47,830</u>	<u>-</u>	<u>-</u>	<u>47,830</u>	<u>-</u>
47,830	-	-	47,830	-	-	47,830	-

880,650	-	-	880,650	-	-	880,650	-
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67,370	-	-	67,370	-	-	67,370	-
84,258	-	-	84,258	-	-	84,258	-
<u>15,000</u>	<u>-</u>	<u>-</u>	<u>15,000</u>	<u>-</u>	<u>-</u>	<u>15,000</u>	<u>-</u>
166,628	-	-	166,628	-	-	166,628	-

1,047,277	-	-	1,047,277	-	-	###	-
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	-	-		-	-		-
	-	-		-	-		-
-	-	-		-	-		-
-	-	-		-	-		-
50,625	-	-	50,625	-	-	50,625	-
	-	-		-	-		-
-	-	-		-	-		-
-	-	-		-	-		-
<u>8,550</u>	<u>-</u>	<u>-</u>	<u>8,550</u>	<u>-</u>	<u>-</u>	<u>8,550</u>	<u>-</u>
59,175	-	-	59,175	-	-	59,175	-

	-	-		-	-		-
10,000	-	-	10,000	-	-	10,000	-
-	-	-	-	-	-	-	-
18,140	-	-	18,140	-	-	18,140	-
-	-	-	-	-	-	-	-
875	-	-	875	-	-	875	-
3750	-	-	3,750	-	-	3,750	-
15,875	-	-	15,875	-	-	15,875	-
8,567	-	-	8,567	-	-	8,567	-



-	-	-	-	-	-	-	-
<u>468</u>	<u>-</u>	<u>-</u>	<u>468</u>	<u>-</u>	<u>-</u>	<u>468</u>	<u>-</u>

<u>4,269</u>	<u>-</u>	<u>-</u>	<u>4,269</u>	<u>-</u>	<u>-</u>	<u>4,269</u>	<u>-</u>
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<u>3,237</u>	<u>-</u>	<u>-</u>	<u>3,237</u>	<u>-</u>	<u>-</u>	<u>3,237</u>	<u>-</u>
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-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	26,325	-	-	105,300	105,300	-	105,300	105,300
-	10,115	-	-	40,460	40,460	-	40,460	40,460
-	###	-	-	###	###	-	###	###
-	11,500	-	-	46,000	46,000	-	46,000	46,000
-	65,839	-	-	263,355	263,355	-	263,355	263,355
-	2,949	-	-	11,796	11,796	-	11,796	11,796
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	93,815	-	-	375,260	375,260	-	375,260	375,260
-	174,103	-	-	696,411	696,411	-	696,411	696,411
-	10,000	-	-	40,000	40,000	-	40,000	40,000
-	2,250	-	-	9,000	9,000	-	9,000	9,000
-	19,682	-	-	78,726	78,726	-	78,726	78,726
-	-	-	-	-	-	-	-	-
-	250	-	-	1,000	1,000	-	1,000	1,000
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	32,182	-	-	128,726	128,726	-	128,726	128,726
-	###	-	-	###	###	-	###	###
-	80,563	-	-	322,250	322,250	-	###	###
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	67,969	-	-	271,874	271,874	-	###	###
-	148,531	-	-	594,124	594,124	-	###	###
-	344,307	-	-	###	###	-	###	###
-	63,581	-	-	254,324	254,324	-	###	###

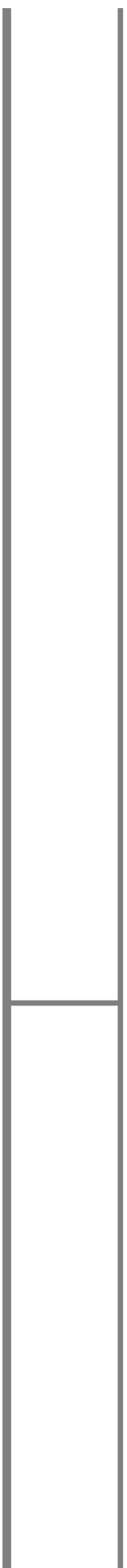
-	-	-	-	-	-	-	-	-
-	89,936	-	-	359,743	359,743	-	###	###
-	100,695	-	-	402,780	402,780	-	###	###
-	-	-	-	-	-	-	-	-
-	34,915	-	-	139,659	139,659	-	###	###
-	<u>50,855</u>	-	-	<u>203,420</u>	<u>203,420</u>	-	###	###
-	684,289	-	-	###	###	-	###	###
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	<u>47,830</u>	-	-	<u>191,320</u>	<u>191,320</u>	-	###	###
-	47,830	-	-	191,320	191,320	-	###	###
-	880,650	-	-	###	###	-	###	###
-	67,370	-	-	269,479	269,479	-	###	###
-	84,258	-	-	337,031	337,031	-	###	###
-	<u>15,000</u>	-	-	<u>60,000</u>	<u>60,000</u>	-	(60,000)	(60,000)
-	166,628	-	-	666,510	666,510	-	###	###
-	###	-	-	###	###	-	###	###
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	50,625	-	-	202,500	202,500	-	###	###
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	<u>8,550</u>	-	-	<u>34,200</u>	<u>34,200</u>	-	(34,200)	(34,200)
-	59,175	-	-	236,700	236,700	-	###	###
-	-	-	-	-	-	-	-	-
-	10,000	-	-	40,000	40,000	-	(40,000)	(40,000)
-	-	-	-	-	-	-	-	-
-	18,140	-	-	72,560	72,560	-	(72,560)	(72,560)
-	-	-	-	-	-	-	-	-
-	875	-	-	3,500	3,500	-	(3,500)	(3,500)
-	3,750	-	-	15,000	15,000	-	(15,000)	(15,000)
-	15,875	-	-	63,500	63,500	-	(63,500)	(63,500)
-	8,567	-	-	34,266	34,266	-	(34,266)	(34,266)



-	-	-	-
-	<u>468</u>	-	-
-	<u>4,269</u>	-	-
-	<u>3,237</u>	-	-

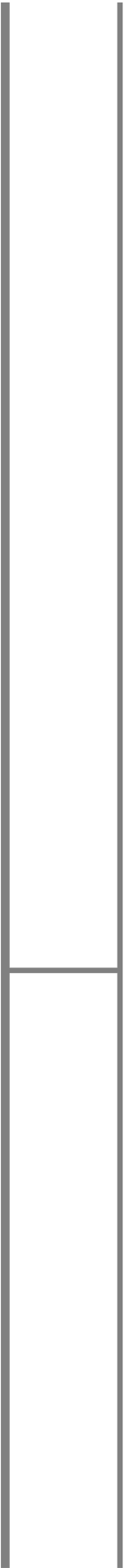
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N OF ASSUMPTIONS

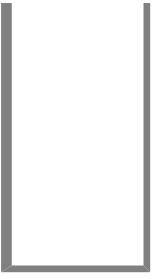


1

2







# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a8>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	PEDRO	ALVAREZ

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

### 8. Select all positions you have held on the Board:

(check all that apply)

- 
- Chair/President
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

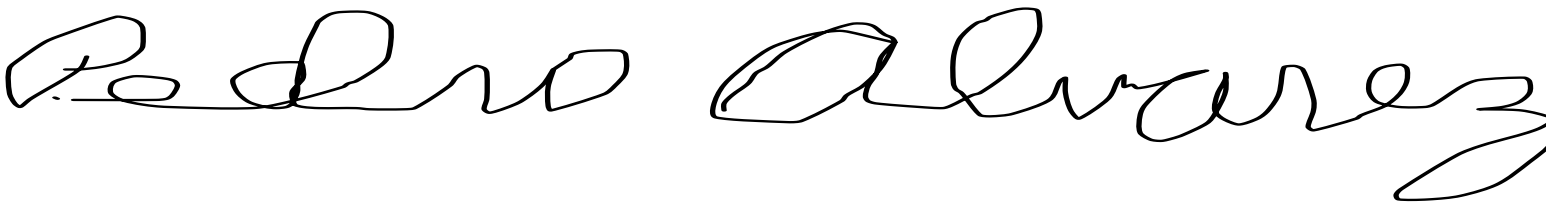
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Pedro Alvarez". The signature is written in a cursive, flowing style. The first name "Pedro" is followed by a space and then the last name "Alvarez". The "A" in Alvarez is large and loops around the "l". The "v" and "a" are connected, and the "r" and "e" are also connected. The "z" at the end has a long, sweeping tail that extends to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/22>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	marvin	dutton

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Treasurer
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/cf>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Kevin	Kearns

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*(No response)*

8. Select all positions you have held on the Board:



(check all that apply)

- 
- Vice Chair/Vice President
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	CFO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	Finance and Human Resources
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	60000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	10/25/2008

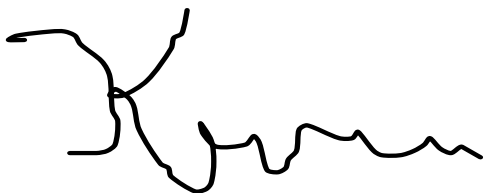
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/1c>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Luz-Maria	Lambert

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: member at large
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

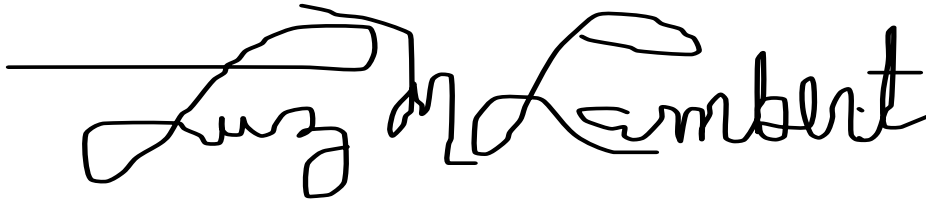
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Angela Lambert", written over a horizontal line.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/58>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Janet	Lerner

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Secretary
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

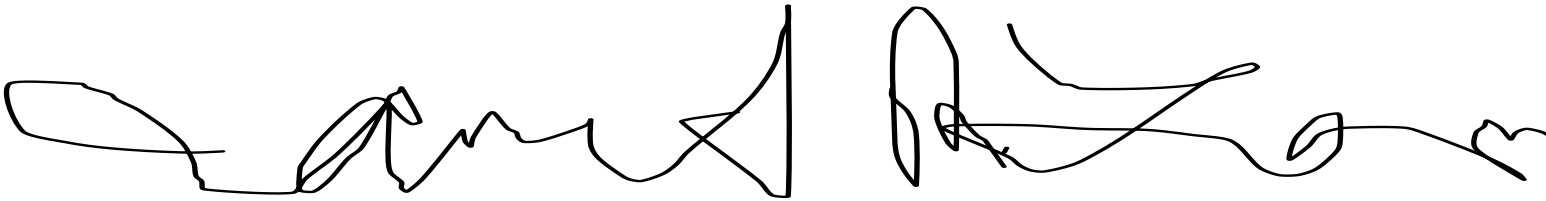
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of two distinct parts. The first part is a cursive-style signature, and the second part is a more stylized, possibly second signature or a flourish, also in cursive.

**Thank you.**



# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, November 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/65>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Bernarda	Martinez

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Parent Representative
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

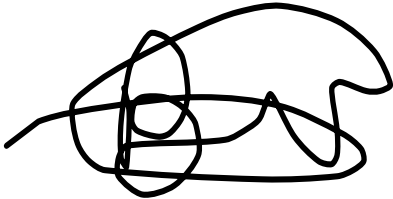
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the bottom.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/48>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Greg	Nannery

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

---

- Treasurer

---

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Roger L. ...", written across the page.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/35>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Miguel	Pena

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

### 8. Select all positions you have held on the Board:

(check all that apply)

- 
- Treasurer
- 
- Secretary
- 
- Parent Representative

9. Are you a trustee and also an employee of the school?

No



10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

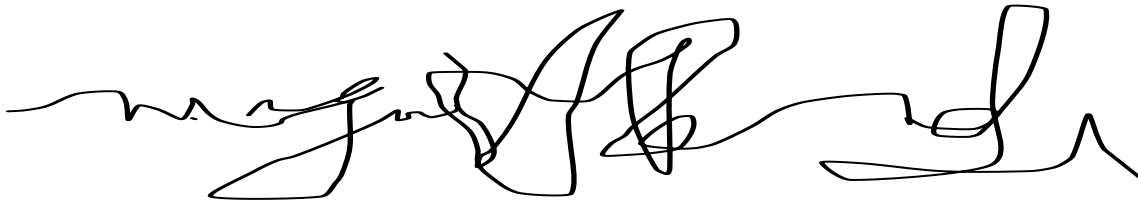
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'Margaret A. [unclear]', written in a cursive style.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/6b>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Susana	rivera Leon

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Member
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	CEO of LPAC
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	managing officer of community sponsor
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	\$85000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	January 2015

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	2012	Employment	did not vote	marilyn calo
2				
3				
4				
5				

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/2f>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Raymond	Rivera

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: member
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Raymond Rivera

**Thank you.**



# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, August 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/42>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Hilda	Sanchez

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

### 8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Chair of Accountability Committee
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

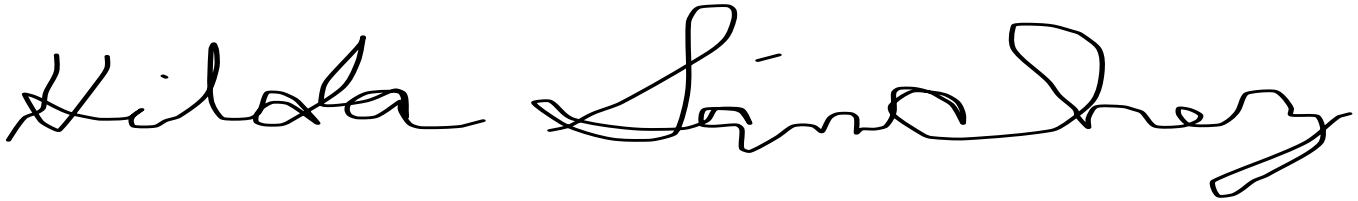
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "Hilala Lina Reyes". The signature is written in a cursive, flowing style. The first name "Hilala" is on the left, followed by a space, then "Lina", and finally "Reyes" on the right. The letters are connected in a fluid manner.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/5e>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Wanda	Torres

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Vice Chair/Vice President
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

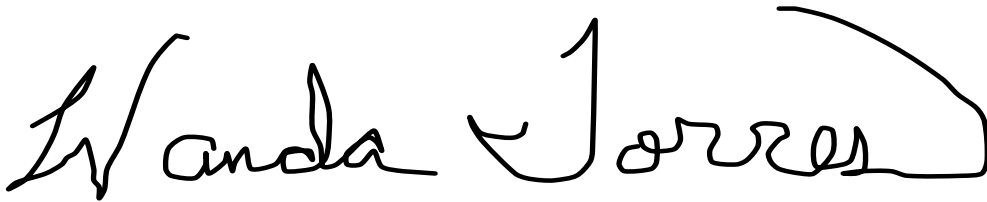
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Wanda Jones". The signature is written in a cursive style with a large, sweeping initial 'W' and a long, horizontal stroke at the end of the name.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/27>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Florence	Wolpoff

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*Family Life Academy Charter School (Ed Corp)*

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

### 8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Accountability committee
- 

9. Are you a trustee and also an employee of the school?

No



10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

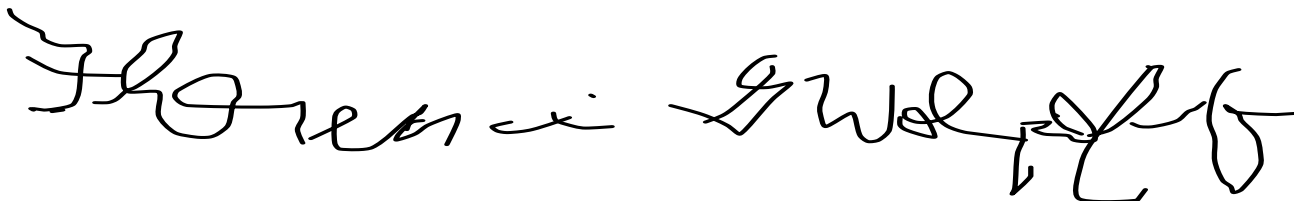
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	semi monthly	Consultant	did not vote or participate in discussions	Martin Wolpoff Husband
2				
3				
4				
5				

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Martin Wolpoff", written in a cursive style.

**Thank you.**



# Appendix F: BOT Membership Table

Last updated: 07/28/2015

Page 1

## 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Pedro Alvarez	[REDACTED]	Chair/Board President	Yes	Chair, Facilities Committee	
2	Kevin Kerns	[REDACTED]	Vice Chair/Vice President	Yes	Vice-Chairman, Accountability Committee	
3	Miguel Pena	[REDACTED]	Treasurer	Yes	Treasurer, Finance Committee, Fundraising Committee	
4	Greg Nannery	[REDACTED]	Secretary	Yes	Secretary, Finance Committee	
5	Marvin Dutton	[REDACTED]	Trustee/Member	Yes	Member	
6	Luz-Maria Lambert	[REDACTED]	Trustee/Member	Yes	Member, Fundraising Committee	
7	Dr. Janet M. Lerner	[REDACTED]	Trustee/Member	Yes	Member, Accountability Committee	
8	Bernarda Martinez	[REDACTED]	Parent Representative	Yes	PTA President	
9	Rev. Raymond Rivera	[REDACTED]	Trustee/Member	Yes	Member, Nomination Committee	
10	Susana Rivera Leon	[REDACTED]	Trustee/Member	Yes		
11	Hilda Sanchez	[REDACTED]	Trustee/Member	Yes	Member, Accountability Committee, Fundraising Committee	
12	Wanda Torres	[REDACTED]	Trustee/Member	Yes	Member, Fundraising Committee	

13	Florence Wolpoff	<div></div>	Trustee/Member	Yes	Member, Accountability Committee	
14						
15						
16						
17						
18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

0

**3. Total Number of Members Departing the Board during the 2014-15 school year**

0

**4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?**

21

**5. How many times did the Board meet during the 2014-15 school year?**

9

**6. How many times will the Board meet during the 2015-16 school year?**

12

**Thank you.**

All BOT minutes have been filed with CSI

## **Recruitment and Retention**

From its origins, the founders of FLACS sought to attract and effectively work with second language learners, immigrant children and students from poverty communities. To ensure that FLACS, and its replicated schools, could attract and provide for the education of such students, the FLACS Network has sited FLACS schools in neighborhoods with high concentrations of these populations. Without providing for any preferential admissions policy, the pool of students seeking admissions have been, and continue to be, representative of the community at large as noted in the demographics of the community school districts in which the FLACS schools are located (districts 7 and 9). These demographics include student who are ESL, special education and receive free and reduced lunch.

In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school. In addition, FLACS Network schools have earned reputations as safe, caring schools with a history of student-initiated community service. In addition, FLACS is known for its healthy and unique food program, augmented by its community gardens.

FLACS has always maintained high student retention levels which has resulted in a minimum percentage of students having to be drawn from the waiting lists. In 2014-2015 the FLACS Network conducted the three lotteries on the same day at FLACS-I at different times. All three schools met their recruitment targets with a waiting list from which all three schools could draw, if needed.

# ANNOUNCEMENT!

Family Life Academy Charter Schools (FLACS)  
are accepting enrollment applications for the  
2015-2016 school year.

Note below that we have three locations each  
with different vacancies.

FLACS Flagship School  
14 West 170th Street  
Bronx, New York 10452  
Grades K-8

LOTTERY DAY IS APRIL 13,  
2015 AT 10:00 AM

at

14 West 170th Street  
Bronx, New York 10452

FLACS II  
296 East 140th Street  
Bronx, New York 10454  
Grades K-4

By 2019-2020 Grades K-8

LOTTERY DAY IS APRIL 13,  
2015 AT 10:00 AM

at

14 West 170th Street  
Bronx, New York 10452

FLACS III  
370 Gerard Avenue  
Bronx, New York 10451  
Grades K-2

By 2021-2022 Grades K-8

LOTTERY DAY IS APRIL 13,  
2015 AT 10:00 AM

at

14 West 170th Street  
Bronx, New York 10452

Open House Dates to be announced shortly.  
Be on the lookout for date postings.

- You can — and should — apply to all three schools for primary grades
- FLACS Flagship School Website: [www.flacsny.com](http://www.flacsny.com)
- FLACS II website: [www.flacs2nyc.com](http://www.flacs2nyc.com)
- FLACS III website: use website [www.flacsny.com](http://www.flacsny.com) and click link for FLACS III



# ! ANUNCIO !

Las escuelas

**Family Life Academy Charter Schools (FLACS)**  
**Estan aceptando aplicaciones para el año**  
**escolar 2014-2015**

**Observe que tenemos tres locales cada uno**  
**con diferente numero de vacantes.**

<p><b>FLACS Escuela Timon</b> 14 West 170th Street Bronx, New York 10452 Grados K-8</p> <p><b>Día de lotería será 4 de abril, 2014</b> <b>a las 10:30 AM</b></p> <p>Para más información venga a nuestra casa abierta en los siguientes días:</p> <p><b>Sábado, enero 25-10:00 a 11:30 AM</b> <b>Viernes, febrero 7—2:30 a 3:30 PM</b> <b>Sábado, marzo 8-10:00 a 11:30 AM</b></p> <p><b>CHARTER SCHOOL FAIR</b> Sabado 15 de marzo —9 AM—3 PM Jueves, marzo 27-6:00 a 7:30 PM</p>	<p><b>FLACS II</b> 296 East 140th Street Bronx, New York 10454 Grados K-3</p> <p>Expandiendo a los grados K – 8 en el 2019-2020</p> <p><b>Día de lotería será 4 de Abril, 2014</b> <b>a las 4:30 PM</b></p> <p>Para más información venga a nuestra casa abierta en los siguientes días:</p> <p><b>viernes, enero 31-9:30 a 11:00 AM</b> <b>jueves, febrero 27-9:30 a 11:00 AM</b> <b>viernes, marzo 14-5:30 a 6:30 PM</b></p> <p><b>CHARTER SCHOOL FAIR</b> Sabado 15 de marzo —9 AM—3 PM</p>	<p><b>FLACS III</b> 370 Gerard Avenue Bronx, New York 10451 Grados K-1</p> <p>Expandiendo a los grados K – 8 en el 2021-2022</p> <p><b>Día de lotería Y Casa Abierta</b></p> <p><b>FECHA Y HORA</b> <b>CHARTER SCHOOL FAIR</b> Sabado 15 de marzo —9 AM—3 PM</p>
--	--	--

- **Usted puede — y debe — aplicar a las tres escuelas para los grados primarios**
- **FLACS Escuela Timón dirección electrónica: [www.flacsny.com](http://www.flacsny.com)**
- **FLACS II dirección electrónica: [www.flacs2nyc.com](http://www.flacs2nyc.com)**
- **FLACS III dirección electrónica: use [www.flacsny.com](http://www.flacsny.com) y haga click para la aplicación de FLACS III**





# Appendix I: Teacher and Administrator Attrition

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

## Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

### 2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	6	6	1

### 2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	2	2	0

Thank you





## Appendix J: Uncertified Teachers

Last updated: 07/30/2015

**"thirty per centum or 5 teachers, whichever is less"**

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

### Page 1

**Charter School Name:**

#### **Note Definition of FTE:**

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

**For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.**

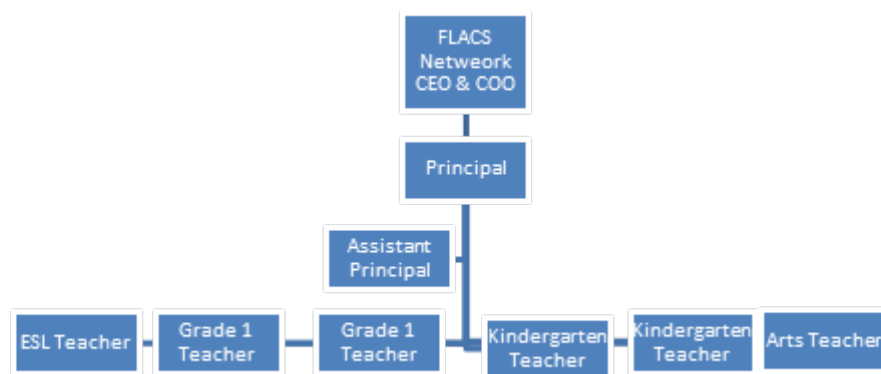
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	1
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	1.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

5

Thank you.

# FLACS-III 2014- 2015 ORGANIZATION CHART



## **School Mission**

The Family Life Academy Charter School – III, in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all K-8 students to achieve high standards, help them to take responsibility for their own learning, and encourage them to explore and affirm human values.”

## **Key Design Elements include:**

- The curriculum is rigorous and challenges children’s innate and acquired intellectual curiosity and is accompanied by clearly articulated and demanding student achievement standards. The school’s academic program includes:

- Ready Gen
- Open Court Phonics
- Word Work
- Work Stations
- 6+1 Writing Traits
- Interactive Writing
- Independent Reading
- Guided Reading
- Choral Reading
- Focus in Math
- Scope and Sequence Social Studies
- FOSS Science
- ESL

- School Traditions

- Monthly Attendance medals and class trophy
- Monthly Birthday Recognition of Students and Staff
- Monthly School Wide Themes
- Theme Performing Arts Assemblies
- November Cultural Luncheon for Students and Families
- Promoting Positive Behavior Celebrations
- Kindergarten Promotion Ceremony

- Special Structures at FLACS III

- A 180 minutes literacy block each morning
- A fifty minute mathematics block each day
- 3X a week grade level planning period after school
- Guided reading or enrichment for all students 3X a week
- 2X a week grade planning meetings during school day
- weekly professional development period on Mondays from

- 3:30-5:00
  - Performing Arts Cluster Program
  - Child Study Team meeting 2X a month.
  - Data Analysis Meetings 2X a month
  - Academic Afterschool program in ELA and Math for first graders 3X a week.
- Academic Calendar - The academic calendar for all three FLACS schools will be the same, including approximately 166 full days of instruction and 9 half days. The school day for grades K-2 will be 8:00 am through 3:25pm. with 180 minutes per day allocated for literacy instruction and at least 50 minutes for mathematics each day.
- Curriculum - The curriculum mirrors what is used at FLACS-I and FLACS-II and includes:
    - Affiliation with the Latino Pastoral Action Center.
    - An educational program focusing on building classroom community
    - Support for English Language Learners and immigrant populations with the belief in high expectations for all students, FLACS schools seek to ensure the success of all of its students.