

Application: ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Achievement First External Reporting - 
2021-2022 Annual Report

Summary

ID: 0000000202

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed - Jul 31 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL 800000058357

a1. Popular School Name

AF East New York

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

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

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #19 - BROOKLYN

e. DATE OF INITIAL CHARTER

3/2005

f. DATE FIRST OPENED FOR INSTRUCTION

9/2005

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

<https://www.achievementfirst.org/school/achievement-first-east-new-york-elementary-school/>

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

1190

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

1049

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Achievement First
PHYSICAL STREET ADDRESS	XXXXXXXXXX
CITY	XXXXXX
STATE	(No response)
ZIP CODE	XXXX
EMAIL ADDRESS	XXXXXXXXXXXXXXXXXXXX
CONTACT PERSON NAME	Xanthe Jory

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 3 sites
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ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL 800000058357

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	557 Pennsylvania Avenue, Brooklyn, NY 11207	718-485-4924	NYC CSD 19	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Meryl Senter	Principal			[REDACTED]
Operational Leader	Kiera Gilbert	Director of School Operations			[REDACTED]
Compliance Contact	Xanthe Jory	Chief Operating Officer			[REDACTED]
Complaint Contact	Blakely Simoneau	General Counsel			[REDACTED]
DASA Coordinator	Kiera Gilbert	Director of School Operations			[REDACTED]
Phone Contact for After Hours Emergencies	Tsehaia Brown	Vice President of School Operations	[REDACTED]		[REDACTED]

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

Co-located Space

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

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

AF East New York

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	158 Richmond Street, Brooklyn, NY 11208	347-471-2570	NYC CSD 19	5-8	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shamel Duncan	Principal			[REDACTED]
Operational Leader	Luis Ventura	Director of School Operations			[REDACTED]
Compliance Contact	Xanthe Jory	Chief Operating Officer			[REDACTED]
Complaint Contact	Blakely Simoneau	General Counsel			[REDACTED]
DASA Coordinator	Luis Ventura	Director of School Operations			[REDACTED]
Phone Contact for After Hours Emergencies	Tsehaia Brown	Vice President of School Operations	[REDACTED]		[REDACTED]

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	N/A	No		No		Yes

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL 800000058357**School Site 3****m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	35 Starr Street, Brooklyn, NY 11221	718-363-2270	NYC CSD 32	9-12	No

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jason Coalter	Principal			[REDACTED]
Operational Leader	Christine Williams	Director of School Operations			[REDACTED]
Compliance Contact	Xanthe Jory	Chief Operating Officer			[REDACTED]
Complaint Contact	Blakely Simoneau	General Counsel			[REDACTED]
DASA Coordinator	Christine Williams	Director of School Operations			[REDACTED]
Phone Contact for After Hours Emergencies	Tsehaia Brown	Vice President of School Operations	[REDACTED]		[REDACTED]

m3b. Is site 3 in public (co-located) space or in private space?

Co-located Space

m3c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 3	N/A	No		No		Yes

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).


No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

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

Name	Xanthe Jory
Position	Chief Operating Officer
Phone/Extension	(No response)
Email	

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 29 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

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

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

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 5 - Fiscal Year 2022-2023 Budget

Incomplete

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

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

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

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

only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

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

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

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



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Entry 7 BOT Membership Table

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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


ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL 800000058357

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Romy Coquillette		Chair	Executive, Academic,	Yes	2	07/01/2019	06/30/2022	9

				Facilities					
2	Alison Richardson		Vice Chair	Executive, Academic	Yes	2	07/01/2021	06/30/2024	7
3	Jon Atkeson		Treasurer	Executive, Finance, Facilities	Yes	2	07/01/2019	06/30/2022	6
4	Andy Hubbard		Secretary	Executive, Facilities	Yes	1	07/01/2019	06/30/2022	6
5	Rhonda Barros		Trustee/Member	N/A	Yes	1	07/01/2021	06/30/2024	5 or less
6	Tamika Bradley		Parent Rep	Academic	Yes	1	07/01/2021	06/30/2022	8
7	Desiree Dalton		Parent Rep	Academic	Yes	1	05/19/2021	06/30/2022	9
8	Akeem Frett		Trustee/Member	Finance	Yes	1	07/01/2021	06/30/2024	7
9	Judith Jenkins		Trustee/Member	N/A	Yes	2	07/01/2021	06/30/2024	5 or less

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Christopher Lynch	[REDACTED]	Trustee/Member	Executive, Finance	Yes	2	07/01/2020	06/30/2023	9
11	Anup Menon	[REDACTED]	Trustee/Member	Executive	Yes	1	09/01/2021	06/30/2024	5 or less
12	Kevin Miquelon	[REDACTED]	Trustee/Member	Facilities	Yes	1	07/01/2019	06/30/2022	8
13	Will Robalino	[REDACTED]	Trustee/Member	Finance	Yes	2	07/01/2021	06/30/2024	7
14	Amy Arthur Samuels	[REDACTED]	Trustee/Member	Academic	Yes	2	07/01/2021	06/30/2024	7
15	Josh Vidro	[REDACTED]	Trustee/Member	Facilities	Yes	1	09/01/2021	06/30/2024	6

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

Yes

1d. 2021-2022 Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
16	Warren Young	[REDACTED]	Trustee/Member	Finance	Yes	2	07/01/2021	06/30/2024	9
17	Deborah Shanley	[REDACTED]	Chair	N/A	Yes	2	07/01/2018	12/30/2021	5 or less
18	Justin Cohen	[REDACTED]	Trustee/Member	N/A	Yes	2	07/01/2018	12/30/2021	5 or less
19	Theresa Hayes	[REDACTED]	Parent Rep	N/A	Yes	2	07/01/2021	06/30/2022	5 or less
20									
21									

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	17
b.Total Number of Members Added During 2021-2022	4
c. Total Number of Members who Departed during 2021-2022	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	17

3. Number of Board meetings held during 2021-2022

9

4. Number of Board meetings scheduled for 2022-2023

6

Total number of Voting Members on June 30, 2022:

17

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

4

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

2

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

19

Thank you.

Entry 9 Enrollment & Retention

Completed - Jul 31 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	The schools partner with the Achievement First (AF) recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions,	

Economically Disadvantaged	<p>school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high density housing and building locations, participating in the NYC Charter Center application, geo targeted mailings, and both online and outdoor advertising. These techniques have been successful in generating applications and in sharing the opportunity to apply with low-income families. In 2009, all AF schools implemented an at-risk preference for low-income families, and as a result the vast majority of all entering families have qualified for free or reduced price lunch. As a result of extensive presentations to community organizations that serve low-income families, including Head Start and NYCHA daycare centers, the applicant pool of free and reduced price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.</p>	We plan to use the the same 2021-2022 plans in the 2022-2023 school year.
	<p>The AF student recruitment team is bilingual and has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2021-22,</p>	

English Language Learners

for instance, direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish speaking members of the recruitment team have presented in Spanish at Head Start daycares and community organizations (e.g., The Coalition for Hispanic Family Services and Bushwick United), and multiple members of the “street teams” that recruited directly in the community were Spanish speakers. While these techniques may change year to year, these are representative of recent recruitment methods. The lottery also uses a weighted preference for English Language Learners (ELLs), which the schools doubled for the 2016-17 school year in an effort to both admit and enroll more ELLs.

The last two recruitment seasons included community outreach, canvassing, and event tabling to engage with potential families as well as a wide variety of tactics including, but not limited to: Distributed thousands of brochures and other materials in bilingual format (English/Spanish).

Attended the Include NYC fair on January 29, 2022 which had hundreds of families, including families of ELLs and other at-risk students, in attendance. As with other events, a bilingual community outreach associate was present.

Over the course of a given lottery

We plan to use the the same 2021-2022 plans in the 2022-2023 school year.

cycle, AF drops off and mails Spanish applications to numerous local daycare centers (e.g., approximately 400 community organizations/daycare centers across many sections of Brooklyn). In February and March 2022, AF hosted several Spanish-language information sessions where the majority of families in attendance primarily spoke languages other than English. AF provides translators at orientation and community engagement events at AF schools.

For our non-fluent Spanish speaking recruitment team members, we also utilized Google Translate when we encountered Spanish-only speaking families. Non-Spanish speaking staff members are also paired with a colleague fluent in Spanish that they can call on to support communication with prospective families.

The refer-a-friend program is shared with families in English and Spanish in the hope of generating word of mouth interest.

Schools hang recruitment banners outside their facilities in English and Spanish.

For families that were never selected off of waitlists in previous years and had indicated they were not English speaking families, AF reaches out in subsequent years with native language speakers (i.e., Spanish-speaking) in order to inform the families about the ability to re-

	apply to AF schools.	
Students with Disabilities	<p>Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that AF is highly effective for students with disabilities, and that we offer services in accordance with Individualized Education Programs (IEPs). In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities and participates in an Include NYC fair that focuses on providing resources to families with students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. AF has reached out specifically to community members who previously agreed to partner with the community outreach team to conduct a family focus group on how AF schools could best meet their needs. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child despite his disability. The school is just such an option, committed to getting every scholar who walks through our doors to and through college. We believe that sending this message to families with</p>	<p>We plan to use the the same 2021-2022 plans in the 2022-2023 school year.</p>

	<p>students who have special needs will be a powerful recruiting technique, and will help us meet the enrollment target for this population. The lottery also uses a weighted preference for students with disabilities.</p>	
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and</p>	

Economically Disadvantaged	<p>services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified and appropriate interventions identified. AF school leaders and regional superintendents regularly share student retention strategies.</p> <p>An example of a best practice that AF schools utilize is early identification and intervention with families considering leaving. This approach uses historical data on attrition to identify risk factors that predict future attrition. AF schools use this information to develop specific family engagement and support strategies for scholars who are at risk of leaving. Experience across the network has shown that strong relationships and thoughtful discussions with families are often what make the difference when having a difficult discussion with family members. AF regional superintendents specifically coach principals on how to have effective conversations with families regarding topics such as retention in grade. Tailored family specific strategies will be developed to ensure that we do everything possible to keep these students with us.</p>	We plan to use the the same 2021-2022 plans in the 2022-2023 school year.
	Retention of students at AF schools is a network-wide priority and one of the key performance	

English Language Learners

indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified and appropriate interventions identified. AF school leaders and regional superintendents regularly share student retention strategies.

We believe that the factors above also apply to ELLs. Because parents of ELLs often do not speak English fluently themselves, the nuanced

We plan to use the the same 2021-2022 plans in the 2022-2023 school year.

	<p>conversations about academic performance can be more difficult. The English as a Second Language (ESL) teacher or intervention coordinator (depending on the number of ELL students enrolled) will be primarily responsible for proactively developing relationships and trust with families of ELLs as soon as the student is identified as limited English proficient, regardless of academic performance. We believe that these proactive relationship building practices will establish the trust necessary to identify families early who are at risk for leaving, and to intervene effectively to persuade them to stay with us. AF also translates and uses translators as necessary for school policies, student-specific information, and communications with families.</p>	
	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that</p>	

Students with Disabilities

retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified and appropriate interventions identified. AF school leaders and regional superintendents regularly share student retention strategies.

We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approaches to prevent the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are at least two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their regular education peers. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if

We plan to use the the same 2021-2022 plans in the 2022-2023 school year.

they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for every child, and the differentiated supports we provide to make sure each child meets these expectations, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support data team and regional director of special services will provide disaggregated academic and behavioral data for students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are more likely to stay with us.

Entry 10 - Teacher and Administrator Attrition

Completed - Jul 31 2022

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

A. TEACH System - Employee Clearance

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

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee_fingerprintoct19.pdf or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Jul 31 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

only.

[NY HS 22-23](#)

Filename: NY_HS_22-23_TNAiQ7S.pdf Size: 209.4 kB

[NY ES-MS 22-23](#)

Filename: NY_ES-MS_22-23_OzbqHGJ.pdf Size: 211.8 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 31 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.achievementfirst.org/schools/new-york/ (Reports are located by charter under "Additional Information, Notices, and Policies")
2. Board meeting notices, agendas and documents	https://www.achievementfirst.org/about-us/our-board-members/
3. New York State School Report Card	https://www.achievementfirst.org/schools/new-york/ (Reports are located by charter under "Additional Information, Notices, and Policies")
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.achievementfirst.org/schools/new-york/ (The current plan is available under "Additional Information, Notices, and Policies." An updated safety plan will be available here by 8/15/22)
6. Authorizer-approved FOIL Policy	https://www.achievementfirst.org/wp-content/uploads/2018/03/FOIA-FOIL-Policy.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.achievementfirst.org/wp-content/uploads/2022/07/FOIA-Notice-NY-22-23.docx.pdf

Thank you.



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

Trustee Name:

Alison Richardson

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Vice Chair

Chair of Academic Committee

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:



Business Address:

None

E-mail Address:



Home Telephone:



Home Address:



DocuSigned by:

1C54B9D7830647F...

Signature

7/26/2022

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Christopher Lynch

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Board Member

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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7/25/22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Andrew Hubbard

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Finance Committee member

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Andrew L Hubbard
BDC4F850A98D40D...

7/25/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Amy Samuels

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Member

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

Relatives on Husband's side. Student

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

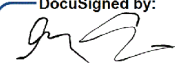
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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Amy Samuels

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Akeem Frett

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Trustee

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[Redacted]

Business Address:

[Redacted]

E-mail Address:


[Redacted]

Home Telephone:

[Redacted]

Home Address:

[Redacted]

DocuSigned by:

47147316A0A04F2...

7/19/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Deborah Ann Shanley

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Brooklyn Board Chair

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

Deborah Shanley
174220BCD63449C...

7/25/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Desiree Dalton

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

Mother of 2 students enrolled at Achievement First Brooklyn High School. My children do not benefit from my participation

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[Redacted]

Business Address:

[Redacted]

E-mail Address:

[Redacted]

Home Telephone:

[Redacted]

Home Address:

[Redacted]

DocuSigned by:
Desiree Dalton
D615C8E9687643A...

7/19/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Jonathan Atkeson

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Board of Trustees, Treasurer.

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Jonathan Jackson
EF7D20560353425...

7/19/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Judith Jenkins

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Trustee

Note: Trustee is unreachable, so this form is completed by Achievement First to the best of our knowledge.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:**Business Address:**

-

E-mail Address:**Home Telephone:****Home Address:**

July 28, 2022

Signature**Date**

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Anup C Menon

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Board

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[Redacted]

Business Address:

[Redacted]

E-mail Address:

[Redacted]


Home Telephone:

[Redacted]

Home Address:

[Redacted]

DocuSigned by:



8C6D69DEB935427...

7/29/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Joshua Vidro

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Board Member

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

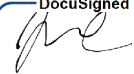
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

DA10DE5B2F1C410...

7/21/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Rhonda Barros

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Member

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[Redacted]

Business Address:

n/a

E-mail Address:

[Redacted]

Home Telephone:

n/a

Home Address:

n/a

DocuSigned by:
Rhonda Barros
13C84D13AF2B4EA...

7/27/22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Kevin Miquelon

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Member, Real Estate Subcommittee

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

49C1FAB0C2C24A2...

07/27/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Justin Cohen

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Trustee / Board Member

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

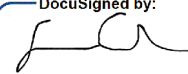
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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July 25, 2022

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

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

Trustee Name:

Romy E. Coquillette

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Chair

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Romy E. Coquillet
FB09D64527454E7...

07/20/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

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

Trustee Name:

Tamika Bradley

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Parent representative

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

Raynal Caruth is my nephew. He's been in Achievement First since kindergarten.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

None

Business Address:

None

E-mail Address:

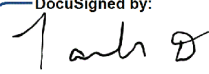
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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Tamika Bradley 07/19/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

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

Trustee Name:

Theresa Hayes

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Trustee / Parent Representative.

Note: Resigned 6/30/2022. Trustee is unreachable, so this form is completed by Achievement First to the best of our knowledge.

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

Parent of scholar at Achievement First. Acting as trustee would not benefit scholar.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

-

Business Address:

-

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

7/27/2022

Signature

Date

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

Trustee Name:

Will Robalino

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

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

Finance committee member.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

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Business Telephone:

[REDACTED]

Business Address:

N/A

E-mail Address:

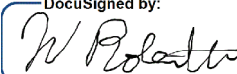
[REDACTED]

Home Telephone:

NA

Home Address:

[REDACTED]

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7/25/22

Signature

Date

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last revised 04/2022

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

Trustee Name:

Warren Young

Name of Charter School Education Corporation:

Achievement First Brooklyn Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
none

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ **None**

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

Achievement First Brooklyn Charter Schools

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

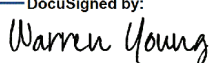
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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07/21/2022

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

182 School Day

2022-23 School Year Calendar

JULY
 18-23 New Teacher Training
 22-23 New Team Training
 25 First Day for Returning Leaders
 26-27 All Leader Training

AUGUST
 1-8 New Team Training
 9 Teachers Return Date
 10-12 All Team Training
 13-14 Teacher Open Day (early dismissal)
 25 First day of school for all schools (early dismissal) / Quarter 1 Begins
 29 NYSPTELL Opens



SEPTEMBER
 5 Labor Day (AF closed)
 6-7 Teacher Open Day
 28-27 2023 Open House (District closed / AF schools open)



OCTOBER
 5 Yom Kippur (District closed / AF schools open)
 12 **PAY**
 10 Indigenous Peoples Day (District closed / AF closed)
 31 Quarter 2 Begins





NOVEMBER
 8 Election Day (District closed / AF closed)
 9-10 Teacher Open Day (District closed / AF closed)
 24-25 Thanksgiving Break (District closed / AF closed)

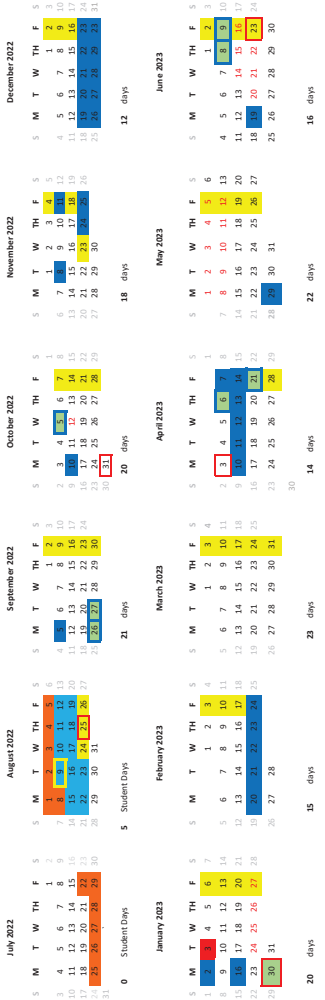
DECEMBER
 1-9-30 Winter Break (AF closed)

NY HS 2022-2023 School Calendar

 Terminated/Quarter Dates
 School Based PD Data Days
 Early Dismissal

 Returning Teacher Start Date
 NY State Testing Date

 New Team Training
 BOY Training (ATT & School Site)
 Holidays (No school for schools)
 District Holidays (All Open)



JANUARY
 2 Winter Break (AF closed)
 3-4 Teacher Open Day (No school for schools)
 6 Three Kings Day (District open / AF schools open)
 16 Martin Luther King Jr. Day (District closed / AF closed)
 20-21 Teacher Open Day (District closed / AF closed)
 30 District PD Day for Upper Grades (6-12) Only (AF schools open) / Quarter 3 Begins

FEBRUARY
 20-24 February Break (District closed / AF closed)

MARCH
 1-2 Teacher Open Day (District closed / AF closed)
 3-4 Teacher Open Day (District closed / AF closed)
 6-7 Teacher Open Day (District closed / AF closed)
 8 Quarter 4 Begins

APRIL
 7-14 Spring Break (Includes Good Friday) (AF closed)
 17 NYSPTELL Speaking Opens
 21-22 AF-PA Observed (District closed / AF open)

MAY
 1-2 AF Tutoring Window
 12-13 Teacher Open Day (District closed / AF closed)
 15 NYSPTELL Listening, Reading, Writing Opens
 26 NYSPTELL Speaking, Listening, Reading, Writing Closes
 29 Memorial Day (AF closed)

JUNE
 8 Antiracism Day (District open / AF open)
 9-10 Teacher Open Day (District closed / AF closed)
 14-22 Regents Administration
 19 Juneteenth (District closed / AF closed)
 23 Last Day of School for schools (early dismissal)

Days-of-School Counts		
Month	Student	Teacher
August	5	17
September	21	21
October	20	20
November	18	18
December	15	15
January	20	20
February	15	15
March	23	23
April	14	14
May	22	22
June	36	36
PD Days	-4	
TOTAL	182	198
TOTAL	182	198
Districtwide AF Compensation		
District	Per Day	Last Day
AF	August 8	June 27
AF ORP		
District Days Off	Dates	
Labor Day	9/5/2022	Yes
Yom Kippur	9/27/2022	Yes
Columbus Day/Indigenous Peoples Day	10/10/2022	Yes
Veterans Day	11/11/2022	Yes
Thanksgiving	11/24/2022-11/25/2022	Yes
Winter Break	12/20/2022-1/2/2023	Yes
MLK Day	2/16/2023	Yes
Spring Break (Includes Good Friday)	4/7/2023-4/10/2023	Yes
Memorial Day	5/27/2023	Yes
Juneteenth	6/19/2023	Yes
Report Card Cycle		
Quarter 1 Begins	8/25	
Quarter 2 Begins	11/1	
Quarter 3 Begins	2/1	
Quarter 4 Begins	4/10	

182 School Days

2022-23 School Year Calendar

18-23 New Teacher Training
22-23 New Team Training
25 First Day for Returning Leaders
26-27 All Leader Training





1-8 New Team Training
9 Teachers Return Date
10-24 All Team Training
25 First Day of School for Grades 6-8 (early dismissal)
25 First day of school for all students (early dismissal)
29 NYSEELL Opens

5 Labor Day (AF closed)
26 NYSEELL Closes
26-27 Josh Hassanat (District closed / AF schools open)

OCTOBER
5 (on tupper (District closed / AF schools open)
10 Indigenous Peoples Day (District closed / AF closed)
NOVEMBER
8 Election Day (District closed / AF closed)
11 Veterans Day (District closed / AF closed)
24-25 Thanksgiving Break (District closed / AF closed)

DECEMBER
18-30 Winter Break (AF closed)

 New Team Training
 BOY Training (ATT & School Site)
 Holidays (No school for schools)
 District Holidays (AF Open)

 Returning Teacher Start Date
 NY State Testing Date
 Trimester/Quarter Dates
 School Based PD Data Days
 Early Dismissal

NY ES/MS 2022-2023 School Calendar



JANUARY						
2	Winter Break (AF closed)					
3	NY State Testing Date					
6	Three Kings Day (District open / AF schools open)					
16	Martin Luther King Jr. Day (District closed / AF closed)					
30	District PD Day for Upper Grades (6-12 Only) (AF schools open)					
FEBRUARY						
20-24	February Break (District closed / AF closed)					
MARCH						
13	NYSELA Opens					
APRIL						
6	First Day of Passover (District closed / AF open)					
14	Good Friday (District closed / AF closed)					
17	NYSELA Speaking Opens					
MAY						
19-20	ELA State Test					
24-25	ELA State Test					
24-28	ELA State Test Make-ups					
JUNE						
2-3	Math State Test					
4-11	Math State Test Make-ups					
15	NYSELA/Literacy, Reading, Writing Opens					
16-18	NYSELA/Literacy, Reading, Writing Closes					
23-31	Grade 8 Science Performance Test					
29	Memorial Day (AF closed)					
JULY						
1-2	Grade 8 Science Performance Test					
5	Grade 8 Science Written					
6	Grade 8 Science Written Make-up					
8	Grade 8 Science Written Make-up					
9	Circular Day / District PD Day for Lower Grades Only (AF schools open)					
9	NYSELA Closes					
19	June 19th (District closed / AF closed)					
23	Regents Raising Day					
23	Last Day of School for students (early dismissal)					

Days-of-School Counts		
Month	Student	Teacher
August	5	17
September	21	21
October	20	20
November	18	18
December	15	15
January	25	20
February	20	20
March	15	15
April	23	23
May	14	14
June	22	22
PD Days	36	36
PD Days	-4	-4
TOTAL	182	198
Districtwide Off Compensation		
TOTAL	182	198
Districtwide Off Compensation		
District	Pen Day	Last Day
AF	September 8	June 27
AF OFF		
District Days Off	Dates	AF OFF
Labor Day	9/02/2022	Yes
Yom Kippur	9/27/2022	Yes
Columbus Day/Indigenous Peoples Day	10/02/2022	Yes
Veterans Day	11/11/2022	Yes
Thanksgiving	11/24/2022-11/25/2022	Yes
Winter Break	12/20/2022-1/2/2023	Yes
MLK Day	2/02/2023	Yes
MLK Day	2/02/2023-2/04/2023	Yes
Spring Break (Includes Good Friday)	4/07/2023-4/10/2023	Yes
Memorial Day	5/29/2023	Yes
Independence Day	7/04/2023	Yes
Report Card Nights		
Trimester 1 Begins	8/25	
Trimester 1 Ends	10/25	
Trimester 2 Begins	11/14	
Trimester 2 Midpoint	1/20	
Trimester 3 Begins	3/13	
Trimester 3 Midpoint	5/15	

Achievement First Brooklyn K-12 Charters

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 17, 2022

By Rachel Furniss & Meaghan Ross

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	1485 Pacific Street Brooklyn, NY 11216	347-471-2600
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	347-471-2580



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Rachel Furniss & Meaghan Ross prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Romy Coquillette	Chair	Executive, Academic, Facilities
Theresa Hayes	Trustee	N/A
Desiree Dalton	Trustee	Academic
Andrew Hubbard	Secretary	Executive, Facilities
Jonathan Atkeson	Treasurer	Executive, Academic, Facilities
Warren Young	Trustee	Finance
Rhonda Barros	Trustee	N/A
Kevin Miqueon	Trustee	Facilities
Judith Jenkins	Trustee	N/A
Josh Vidro	Trustee	Facilities
William Robalino	Trustee	Finance
Akeem Frett	Trustee	Finance
Alison Richardson	Vice Chair	Executive, Academic
Christopher J. Lynch	Trustee	Executive, Finance
Anup Menon	Trustee	Executive

School Leaders

Charter	Principal
Aspire	Jordan Hardy has served as the elementary school principal since 2020 Hope Fox has served as the middle school principal since 2022 Nana Effah has served as the high school principal since 2021
Brownsville	Ana Samper has served as the elementary school principal since 2021 Allison Laird has served as the middle school principal since 2019 Martin Palamore has served as the high school principal since 2020
Crown Heights	Sade Johnson has served as the elementary school principal since 2020 Victoria Pierre has served as the middle school principal since 2020 Damen Scott has served as the high school principal since 2022
East New York	Meryl Senter has served as the elementary school principal since 2020 Max Milliken has served as the middle school principal since 2017. Jason Coalter has served as the high school principal since 2020

SCHOOL OVERVIEW

The mission of Achievement First schools is to provide all our students with the academic and life skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that they are making yearly progress towards academic goals.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005, followed by Endeavor (2006), Bushwick (2006), Brownsville (2008), Apollo (2010), North Brooklyn Prep (2014), Linden (2014), and Voyager (2016).

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

AF Brooklyn Charter Schools remained committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures. AF Brooklyn implemented a fluid program to transition seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions.

While our program was developed and could easily transition between modes of instruction, changing the modes of instruction frequently did have a toll on student learning, culture and teacher experience and ability to drive learning. There were many shifts in COVID guidance from the state that our schools had to respond to as well as frequent changes from the modes of learning due to those precautions (certain grades remote, others in person, quarantines). These conditions led to schools experiencing frequent shifts that made it hard for students and teachers to drive learning to their full potential.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2017-18	92	94	90	92	91	100								559
	2018-19	89	91	96	85	88	104	85							638
	2019-20	85	96	92	98	95	109	108	96						779
	2020-21	68	91	97	93	94	105	115	112	90					865
	2021-22	55	68	91	95	90	99	99	112	118	99				926
Brownsville	2017-18	98	99	95	93	92	97	94	89	88	90	100			1035
	2018-19	75	91	95	95	90	92	95	96	81	113	90	84		1097
	2019-20	72	69	89	96	92	101	93	97	89	118	112	69	77	1174
	2020-21	76	77	72	94	92	87	95	93	95	129	119	112	66	1207
	2021-22	49	83	71	73	94	92	88	86	94	115	115	108	103	1171
Crown Heights	2017-18	97	101	99	94	92	95	96	92	80	60	46	56	42	1050
	2018-19	100	96	100	93	96	92	92	94	97	122	110	103	92	1287
	2019-20	76	101	90	99	95	91	81	88	94	121	112	99	93	1240
	2020-21	64	90	108	92	106	96	94	81	80	168	118	105	97	1299
	2021-22	81	80	88	98	90	110	97	96	83	169	154	104	102	1352
East New York	2017-18	87	89	102	94	90	60	64	60	60	40	42	36	27	851
	2018-19	96	89	99	99	94	63	61	58	57	117	103	82	80	1098
	2019-20	104	93	102	99	93	62	61	66	60	124	114	98	69	1145
	2020-21	93	104	99	107	102	65	66	64	61	142	112	107	93	1215
	2021-22	78	87	98	91	98	66	62	62	61	112	131	109	104	1159

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
Aspire	2019-20	2016-17	2016	N/A	N/A	N/A
	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
Brownsville	2019-20	2016-17	2016	83	1	82
	2020-21	2017-18	2017	68	1	67
	2021-22	2018-19	2018	95	2	93
Crown Heights	2019-20	2016-17	2016	97	3	94
	2020-21	2017-18	2017	103	0	103
	2021-22	2018-19	2018	95	0	95
East New York	2019-20	2016-17	2016	71	3	68
	2020-21	2017-18	2017	91	2	89
	2021-22	2018-19	2018	100	0	100

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2019-20	2016-17	2016	N/A	N/A	N/A
	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A

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Brownsville	2019-20	2016-17	2016	76	5	81
	2020-21	2017-18	2017	64	1	65
	2021-22	2018-19	2018	87	0	87
Crown Heights	2019-20	2016-17	2016	94	0	94
	2020-21	2017-18	2017	101	2	103
	2021-22	2018-19	2018	95	1	96
East New York	2019-20	2016-17	2016	68	3	71
	2020-21	2017-18	2017	89	0	89
	2021-22	2018-19	2018	99	0	99

Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2019-20	2016-17	2016	N/A	N/A	N/A
	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
Brownsville	2019-20	2016-17	2016	76	5	81
	2020-21	2017-18	2017	64	1	65
	2021-22	2018-19	2018	87	0	87
Crown Heights	2019-20	2016-17	2016	93	1	94
	2020-21	2017-18	2017	101	2	103
	2021-22	2018-19	2018	95	1	96
East New York	2019-20	2016-17	2016	68	3	71
	2020-21	2017-18	2017	89	0	89
	2021-22	2018-19	2018	99	0	99

PROMOTION POLICY

AF has taken on an initiative starting in 2020, to work towards a revised promotion policy grounded in research, data, and input from students, alumni, families, leaders at the school and network levels, as well as external peers. In doing this research we looked at the impact of retention on student performance and did not find (which matches national research) that retaining students was improving their performance in the following years. Based on all of our research and analysis our overarching policy at the time is to retain as few students as possible. Given that and the continued challenges of the 2021-22 school year we set a policy to not retain students in the 21-22 school year.

In doing this we also acknowledged that there may be a small number of exceptional cases (~0-5 students per full grown school) where families may request a retention (e.g. an underage kindergartener). If the family of a student who is not overage or has not previously been retained

makes such a request, a meeting with a school leader will be scheduled to discuss whether the student will be retained.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

All Achievement First NY Charters met this measure for the 2021-2022 school year. Over 75% of students in first and second year cohorts earned the number of credits required to be promoted.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

	Cohort Designation	Number in Cohort during 2021-22	Percent promoted
Aspire	2020	N/A	N/A
	2021	82	97.6%
Brownsville	2020	106	84.0%
	2021	83	89.2%
Crown Heights	2020	136	94.9%
	2021	125	95.2%
East New York	2020	113	93.8%
	2021	105	92.4%

ADDITIONAL EVIDENCE

Each of the AF Brooklyn high schools have historically met this measure.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

All of the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2018 & 2019 Cohorts.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal but East New York and Crown Heights were within 10 points of the goal.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort				
	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2018	2019-20	N/A	N/A
	2019	2020-21	N/A	N/A
	2020	2021-22	N/A	N/A
Brownsville	2018	2019-20	95	84.2%
	2019	2020-21	97	93.8%
	2020	2021-22	106	63.2%
Crown Heights	2018	2019-20	96	96.9%
	2019	2020-21	101	86.1%
	2020	2021-22	136	68.4%
East New York	2018	2019-20	100	95%
	2019	2020-21	108	92.6%
	2020	2021-22	113	70%

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past two years largely due to the impact of COVID-19 and remote instruction. We are continuing to implement our COVID response plan in high school that is

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

focused on improving student success in credit accumulation which in turn should improve Regents pass rates by improving our ability to respond to formative data and make differentiated instructional choices based on formative data.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

As a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2016	2019-20	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
Brownsville	2016	2019-20	83	72	86.7%
	2017	2020-21	68	57	83.8%
	2018	2021-22	95	87	91.6%
Crown Heights	2016	2019-20	94	92	97.9%
	2017	2020-21	103	94	91.3%
	2018	2021-22	96	95	99%
East New York	2016	2019-20	71	62	87.3%
	2017	2020-21	89	86	96.6%
	2018	2021-22	100	99	99%

¹ The state's guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2015	2019-20	N/A	N/A	N/A
	2016	2020-21	N/A	N/A	N/A
	2017	2021-22	N/A	N/A	N/A
Brownsville	2015	2019-20	N/A	N/A	N/A
	2016	2020-21	83	80	96.4%
	2017	2021-22	68	65	95.6%
Crown Heights	2015	2019-20	88	86	97.7%
	2016	2020-21	94	93	98.9%
	2017	2021-22	103	101	98%
East New York	2015	2019-20	77	76	98.7%
	2016	2020-21	71	68	95.8%
	2017	2021-22	89	89	100%

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure.

Goal 1: Comparative Measure

Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2016	2019-20	N/A	N/A	N/A	N/A	N/A

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	2017	2020-21	N/A	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	83	72	86.7%	503	52%
	2017	2020-21	68	57	83.8%	445	53%
	2018	2021-22	95	87	91.6%	N/A	N/A
Crown Heights	2016	2019-20	94	92	97.9%	1,928	74%
	2017	2020-21	103	94	91.3%	1,940	78%
	2018	2021-22	96	95	99%	N/A	N/A
East New York	2016	2019-20	71	62	87.3%	1,298	79%
	2017	2020-21	89	86	96.6%	1,311	82%
	2018	2021-22	100	99	99%	N/A	N/A

ADDITIONAL EVIDENCE

AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)] * 100

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[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20		
2017	2020-21		
2018	2021-22		

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Brooklyn high schools met 4/5 of the applicable measures of the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NEARLY MET (7/9 Cohorts)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	MET
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

We are continuing to focus on improving how we differentiate instruction as a key lever to improve student success in courses which should in turn lead to stronger credit accumulation. Our strategy for differentiation is:

Teachers adapt curriculum materials based on formative data to ensure students master prioritized standards or content.

In order for teachers to adapt curriculum materials based on formative data **to ensure students master prioritized standards and content**, we will...

- Prioritize standards + content: we need to work across academies to prioritize essential standards and content (depth over breadth) and identify which units to prioritize.
- Invest in how to use formative data (through training, instructional coaching, and school support): Teachers and co-teachers need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches).
 - Depending on the grade and subject, this means that 75-80% of instructional design will come from curriculum materials (60-70% in HS where there already was more flex this year due to density of HS course content). We will continue to leverage and iterate on existing curriculum materials and TTL/GF will define the prioritized standards and content, so that students can learn essential content at a deeper level (depth over breadth). Previously, 95%+ of classroom instructional time came from DLRs (in grades/subjects with lesson resources).
 - This includes making time and space for teachers to plan using data. Looking at and analyzing student data - and then planning and using that data - takes time. We must ensure teachers have the time in the schedule to look at data and plan. (Many teachers are already doing this in response to conditions created by COVID and are facing real challenges, e.g. planning time.)
- Invest in the Mindset that “It is my responsibility to ensure all students in my classroom learn” (through training and coaching): At its core, differentiation is good teaching. Though it takes time to learn the skill of how to differentiate well, there are core starting mindsets that undergird all differentiation, such as, “It is my responsibility to teach all students in my classroom.” This mindset reflection is integrated within the current LRE mindset reflection AND we need to intentionally make this connection.
- Focus on Literacy: Training teachers to use STAR reading data to inform literacy approaches and shifts to Tier 1 instruction to improve reading skills and increase access to content for all students.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by COVID and continue to bolster and improve our educational model so that all of our students are prepared to succeed in life post K-12.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation's top colleges. Key to this strategy is a dedicated team – Team College & Career

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever in order to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- **Passing an Advanced Placement ("AP") exam with a score of 3 or higher;**
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- **Achieving the college and career readiness benchmark on the SAT;**

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- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

We are providing results on the following indicators: 1) Passing an AP exam with a score of 3 or higher and 2) College & Career Readiness Benchmark on SAT as they are the most applicable to our schools.

AF Brooklyn Schools did not meet this absolute measure.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A
	Overall	N/A	N/A	N/A
Brownsville	Passing an AP exam with a score of 3 or higher	87	34	39.1%
	College & Career Readiness Benchmark on SAT	87	17	19.5%
	Overall	87	38	43.7%
Crown Heights	Passing an AP exam with a score of 3 or higher	95	55	57.9%
	College & Career Readiness Benchmark on SAT	95	11	11.6%
	Overall	95	56	58.9%

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East New York	Passing an AP exam with a score of 3 or higher	99	70	70.7%
	College & Career Readiness Benchmark on SAT	99	45	45.4%
	Overall	99	73	73.7%

ADDITIONAL EVIDENCE

Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. While we were able to see gains in AP achievement prior to the pandemic by focusing heavily there, those gains were constrained by missing academic foundations. We will continue to both provide access to AP Classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, during the 2021-22 school year, instruction was frequently interrupted by the need for a class or a grade level to go remote, however this was not true for many students across the country enrolled in AP courses. The remote instruction model generally meant we were able to cover less of the College Board scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on the numbers of our students who passed an AP exam.

Finally, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Initial matriculation data from National Student Clearinghouse in the Fall term immediately after HS graduation. All of our cohorts met this measure- many far exceeded it (8 or 9 cohorts had at least 85% matriculation).

Matriculation Rate of Graduates by Year					
	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
Aspire	2016	2019-20	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
Brownsville	2016	2019-20	85	75	88.2%
	2017	2020-21	68	53	77.9%
	2018	2021-22	95	84	88.4%
Crown Heights	2016	2019-20	94	88	93.6%
	2017	2020-21	103	89	86.4%
	2018	2021-22	96	90	93.8%
East New York	2016	2019-20	72	66	91.7%
	2017	2020-21	89	78	87.6%
	2018	2021-22	100	98	98%

ADDITIONAL CONTEXT AND EVIDENCE

AF Brooklyn high schools have historically met this measure

SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Brooklyn High Schools met one of the two applicable measures. East New York was close (73% overall on measure 1) to meeting both of the measures and 8 of our 9 schools well exceeded the 75% for measure 2.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET

ACTION PLAN

When thinking about college admissions, we believe GPA and SAT drive 75%+ of the decision making by colleges (i.e. how they evaluate the strength of an applicant). Course of study (APs), essays, extracurriculars, demonstrated interest, and recommendations make up the rest. As a college's selectivity increases, so too does the importance of the non-SAT/GPA factors. GPA is a significant factor indicator of college readiness. Given the challenges of the pandemic on student learning and grades, we have chosen to focus for SY 21-22 on improving student pass rates as a way of improving credit accumulation and GPA. This will in turn better prepare students for college and set up students for college admission and matriculation into a more selective college with higher graduation rates. The differentiation strategy described in the Action Plan for Goal 1 goes into more depth into how we are doing this. The differentiation strategy is also in-service of ensuring students are building proficiency in grade level standards and in improving student achievement on the Regents exams. Over time, this will result in increases in college readiness.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students can speak and write in a manner that is insightful, persuasive, and critical.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on achievement.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 4 of the 9 cohorts were within 15% of the target.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

However for our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	43	52.4%
	2017	2020-21	68	6	23	37.1%
	2018	2021-22	93	86	1	14.2%
Crown Heights	2016	2019-20	97	0	59	60.8%
	2017	2020-21	102	6	45	46.9%
	2018	2021-22	95	93	1	50%
East New York	2016	2019-20	71	0	57	80.3%
	2017	2020-21	91	3	57	64.8%
	2018	2021-22	100	97	1	33.3%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021					80	0%
Brownsville	2018	95	1%	95	1%	95	1%
	2019	97	0%	97	0%	97	1%
	2020			106	0%	106	29.2%
	2021					83	0%
Crown Heights	2018	96	1%	96	1%	96	1%
	2019	101	1%	101	2%	101	2%
	2020			136	0%	136	34%
	2021					125	0%
East New York	2018	100	1%	100	1%	100	1%
	2019	108	0%	108	0%	108	0%

² Based on the highest score for each student on the English Regents exam

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	2020			113	0%	113	28%
	2021					105	0%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 4 of the 9 cohorts did meet this metric and an additional 2 were within 10 points of this measure.

Again for our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally prior to COVID our 2016 cohorts all met this measure indicating strength of our program without the impact of the COVID challenges layered on.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	68	82.9%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	2017	2020-21	68	6	43	69.4%
	2018	2021-22	93	86	3	42.9%
Crown Heights	2016	2019-20	97	0	89	91.8%
	2017	2020-21	102	6	74	77.1%
	2018	2021-22	95	93	1	50%
East New York	2016	2019-20	71	0	65	91.5%
	2017	2020-21	91	3	77	87.5%
	2018	2021-22	100	97	1	33.3%

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021					80	0%
Brownsville	2018	95	1%	95	15	95	3%
	2019	97	0%	97	0%	97	2%
	2020			106	0%	106	58%
	2021					83	0%
Crown Heights	2018	96	1%	96	1%	96	1%
	2019	101	2%	101	2%	101	3%
	2020			136	0%	136	72%
	2021					125	0%
East New York	2018	100	1%	100	1%	100	1%
	2019	108	0%	108	0%	108	4%
	2020			113	0%	113	68%
	2021					105	0%

Note: The 0% in the table above include all students- including students who were exempted.

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Student achievement in ELA regressed during the pandemic which has impeded our ability to accelerate student learning in high school when students entering from 8th grade are already not proficient. East New York did meet this measure for our 2016 cohort and Crown Heights was within 10 percentage points.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	30	0	8	26.7%
	2017	2020-21	29	1	5	17.8%
	2018	2021-22	16	13	0	0%

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Crown Heights	2016	2019-20	43	0	17	39.5%
	2017	2020-21	41	3	10	26.3%
	2018	2021-22	27	27	N/A	N/A
East New York	2016	2019-20	11	0	7	63.6%
	2017	2020-21	25	2	2	8.7%
	2018	2021-22	12	12	N/A	N/A

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

None of our AF Brooklyn HS met this measure overall, however 2 of our 9 cohorts met this measure and another 3 were within 10 points. This particular data set of students is also very small (11- 43 students per cohort) and many of these students were exempted. Where the data sets are larger, and therefore more representative, the %s are higher.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort						
	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	30	0	21	70%
	2017	2020-21	29	1	12	42.9%
	2018	2021-22	16	13	2	66.7%
Crown Heights	2016	2019-20	43	0	36	83.7%
	2017	2020-21	41	3	27	71%
	2018	2021-22	27	27	N/A	N/A
East New York	2016	2019-20	11	0	10	90.9%
	2017	2020-21	25	2	15	65.2%
	2018	2021-22	12	12	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

N/A- We did not have additional measures in 21-22.

ELA Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:**RESULTS AND EVALUATION:****ADDITIONAL EVIDENCE:**

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn High Schools partially met these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NEARLY MET (4 of 9 Cohorts)
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English	NOT MET

	language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NEARLY MET (2 of 9 Cohorts)

ACTION PLAN

We have focused the curriculum in 9th -11th grade ELA, Literature and Writing on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. Finally, our network high school teaching and learning team is participating in the Reading Apprenticeship disciplinary literacy pilot from WestEd to better improve the alignment and integration of literacy across all courses.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

There are three parts to this strategy.

- First, this means leveraging and building off existing resources (screeners, triggers, secondary assessments, defined reading interventions, training materials, and coaching materials) to ensure reading intervention **execution** is strong in ES, MS, and HS (with a focus on grades 5-12 leveraging existing bright spots). Reading intervention capacity and quality varies greatly, and the variation increases in MS and HS. (In HS for example, reading intervention scheduling is extremely difficult to operationalize.) Prioritizing this means using reading interventions that are research-based and scientifically proven to teach students to build skills to become proficient readers. This also means ensuring scheduling, staffing, training, coaching, principal and regional superintendent time, and TSS support decisions will focus on improving reading intervention quality.
- Second, this means starting the work to align our reading assessments and approach to the science of reading.
- Third, in K-8, this also means defining best practices for strong accountable reading (real time “real reading” in text) that supports a culture of “love of reading.” We know that the

#1 way that students become better readers is by reading a lot, AND we know that setting up strong independent reading takes strategic planning, staffing, and support. (It's deceptively simple.) Therefore, we will prioritize studying and capturing existing bright spots.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in several mathematical practices that have long standing importance in mathematics education.

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of

personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with mathematical practices fall.
 - While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on achievement.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

East New York has had very strong consistent results, meeting or almost meeting this measure for the past several years. Crown Heights and Brownsville are closer to meeting this in the 2016 cohort but have seen significant drops over the past two school years.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	51	62.2%
	2017	2020-21	68	0	18	26.5%
	2018	2021-22	93	8	40	47.1%
Crown Heights	2016	2019-20	97	0	53	54.6%
	2017	2020-21	102	1	31	30.7%
	2018	2021-22	95	2	39	41.9%
East New York	2016	2019-20	71	0	53	74.6%
	2017	2020-21	91	5	60	69.8%
	2018	2021-22	100	13	64	73.6%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021						
Brownsville	2018	95	41%	95	41%	95	41%
	2019	97	19%	97	19%	97	19%
	2020			106	1%	106	1%
	2021					83	5%
Crown Heights	2018	96	41%	96	41%	96	41%
	2019	101	2%	101	2%	101	2%
	2020			136	0%	136	1%
	2021					125	3%
East New York	2018	100	64%	100	64%	100	64%
	2019	108	7%	108	7%	108	7%
	2020			113	0%	113	0%
	2021					105	2%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

All three of the AF Brooklyn high schools achieved this measure by significant margins across all cohorts.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	80	97.6%
	2017	2020-21	68	0	58	85.3%
	2018	2021-22	93	8	79	92.9%
Crown Heights	2016	2019-20	97	0	90	92.8%
	2017	2020-21	102	1	83	82.2%
	2018	2021-22	95	2	82	88.2%
East New York	2016	2019-20	71	0	70	98.6%
	2017	2020-21	91	5	84	97.7%
	2018	2021-22	100	13	87	100%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-2022	
		Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021						
Brownsville	2018	95	83%	95	83%	95	83%
	2019	97	27%	97	27%	97	27%
	2020			106	1%	106	7%
	2021					83	49%
Crown Heights	2018	96	86%	96	86%	96	86%
	2019	101	3%	101	3%	101	3%
	2020			136	0%	136	22%
	2021					125	48%
East New York	2018	100	87%	100	87%	100	87%
	2019	108	7%	108	7%	108	12%
	2020			113	0%	113	5%
	2021					105	40%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

Goal 4: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

None of the cohorts of any of the AF Brooklyn high schools attained this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	26	0	3	11.5%
	2017	2020-21	27	0	2	7.4%
	2018	2021-22	14	0	1	7.1%
Crown Heights	2016	2019-20	28	0	4	14.3%
	2017	2020-21	35	0	0	0%
	2018	2021-22	24	0	3	12.5%
East New York	2016	2019-20	11	0	2	18.2%
	2017	2020-21	17	0	5	29.4%
	2018	2021-22	7	6	0	0%

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

RESULTS AND EVALUATION

7 of the 9 cohorts either met or came extremely close to meeting this measure (at least 70%).

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	26	0	25	96.2%
	2017	2020-21	27	0	20	74.1%
	2018	2021-22	14	0	8	57.1%
Crown Heights	2016	2019-20	28	0	22	78.6%
	2017	2020-21	35	0	21	60%
	2018	2021-22	24	0	17	70.8%
East New York	2016	2019-20	11	0	11	100%
	2017	2020-21	17	0	16	94.1%
	2018	2021-22	7	6	1	100%

ADDITIONAL CONTEXT AND EVIDENCE

N/A

³ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AF Brooklyn High Schools partially met these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NEARLY MET (1 of 3 Charters)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NEARLY MET (6 of 9 Cohorts)

We have focused the curriculum in Algebra, Algebra 2, Geometry, and Pre-Calculus on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses have pre-assessments designed to assess the prerequisite content for a unit so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content.

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the foundational document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction, particularly when it comes to science inquiry instruction. All of this had an impact on achievement.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 2 of the 6 cohorts did meet this metric and an additional 1 was within 5 points of this measure and 3 of the cohorts are at 0% driven almost entirely by exemptions.

As in previous measures our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally, prior to COVID our 2016 cohorts all met or were within 5% of this measure indicating strength of our program without the impact of the COVID challenges layered on.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	4	65	83.3%
	2017	2020-21	68	57	0	0%
	2018	2021-22	93	87	3	50%
Crown Heights	2016	2019-20	97	5	69	72.6%
	2017	2020-21	102	90	2	16.7%

⁴ Based on the highest score for each student on any science Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	2018	2021-22	95	93	0	0%
East New York	2016	2019-20	71	2	60	87.0%
	2017	2020-21	91	89	0	0%
	2018	2021-22	100	98	1	50%

ADDITIONAL EVIDENCE

N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021					80	0%
Brownsville	2018	95	1%	95	1%	95	3%
	2019	97	0%	97	0%	97	65%
	2020			106	0%	106	49%
	2021					83	0%
Crown Heights	2018	96	0%	96	0%	96	0%
	2019	101	0%	101	0%	101	67%
	2020			136	0%	136	0%
	2021					125	0%
East New York	2018	100	0%	100	0%	100	1%
	2019	108	0%	108	0%	108	52%
	2020			113	0%	113	0%
	2021					105	7%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

N/A- We do not have any additional measures.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is one applicable measure for High School Science and while none of our AF Brooklyn schools met this overall, 2 of our 6 cohorts met this metric. In addition another 1 was within 5 points of this measure and 3 of the cohorts are at 0% driven almost entirely by exemptions. Therefore all of our

cohorts are actually likely performing close to this measure given the exemptions are driven by students who qualified by passing their course.

ACTION PLAN

We have focused the curriculum in all of our core science courses on prioritized content aligned to the NY Science Learning Standards Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses are designed for teachers to provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	54	68.3%
	2017	2020-21	68	67	0	0%
	2018	2021-22	93	91	0	0%
Crown Heights	2016	2019-20	97	0	21	22.1%
	2017	2020-21	102	53	0	0%
	2018	2021-22	95	94	1	100%
East New York	2016	2019-20	71	0	4	6.1%
	2017	2020-21	91	89	0	0%
	2018	2021-22	100	100	N/A	N/A

EVALUATION

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. In 21-22 most of our students qualified for waivers and were exempt from taking Regents. In Pre-COVID years we did not meet this measure and we found that our curriculum needed shifts to better align to the expectations of the Regents exams. Those curricular shifts began during SY 19-20.

ADDITIONAL EVIDENCE

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021					80	0%
Brownsville	2018	95	0%	95	0%	95	0%
	2019	97	0%	97	0%	97	0%
	2020			106	0%	106	0%
	2021					83	0%
Crown Heights	2018	96	1%	96	1%	96	1%
	2019	101	0%	101	0%	101	0%
	2020			136	0%	136	0%
	2021					125	0%
East New York	2018	100	0%	100	0%	100	0%
	2019	108	0%	108	0%	108	0%
	2020			113	0%	113	0%
	2021					105	0%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

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

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Brownsville and East New York met this measure in all eligible cohorts. Crown Heights was within 15 points of this measure in both eligible cohorts.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2016	2019-20	N/A	N/A	N/A	N/A
	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
Brownsville	2016	2019-20	82	0	57	69.5%
	2017	2020-21	68	5	43	68.2%
	2018	2021-22	93	90	2	66.7%
Crown Heights	2016	2019-20	97	0	59	61.5%
	2017	2020-21	102	9	56	60.2%
	2018	2021-22	95	95	N/A	N/A
East New York	2016	2019-20	71	0	69	97.2%
	2017	2020-21	91	6	67	78.8%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	2018	2021-22	100	100	N/A	N/A
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EVALUATION

ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

	Cohort Designation	2019-20		2020-21		2021-22	
		Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
Aspire	2018	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2020			N/A	N/A	N/A	N/A
	2021					80	0%
Brownsville	2018	95	1%	95	1%	95	2%
	2019	97	0%	97	0%	97	1%
	2020			106	0%	106	60%
	2021					83	0%
Crown Heights	2018	96	0%	96	0%	96	0%
	2019	101	0%	101	0%	101	2%
	2020			136	0%	136	56%
	2021					125	0%
East New York	2018	100	0%	100	0%	100	0%
	2019	108	0%	108	0%	108	4%
	2020			113	0%	113	54%
	2021					105	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

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

ADDITIONAL CONTEXT AND EVIDENCE

N/A- We do not have additional accountability measures

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

There are two applicable measures for High School social studies- *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort and Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.*

For the U.S. History measure most of our students at Brownsville and East New York were exempted, but the cohorts where the majority of students did take the exam the results were very mixed. For instance Brownsville 2016 cohort came very close (within 10 points) of meeting this measure but the other two charter 2016 cohorts were very far off.

For Global History of the 7 applicable cohorts, 2 met the measure, 3 came within 10 percentage points and the final 2 were within 15 percentage points of the measure.

ACTION PLAN

In social studies we have a three-part strategy to improve achievement:

- 1.) Curricular Shifts - We have made a number of curricular shifts since SY 19-20 to ensure alignment to the NY Regents expectations.
- 2.) Focus on Literacy - Our focus on literacy is also deeply embedded into our social studies courses to ensure students are able to access the content.
- 3.) Content Prioritization - Our scope and sequences focus on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

All of the Achievement First Brooklyn Charter Schools remain in good standing for the 2021-2022 school year.

ADDITIONAL EVIDENCE

Accountability Status by Year		
	Year	Status
Aspire	2019-20	Good Standing
	2020-21	Good Standing
	2021-22	Good Standing
Brownsville	2019-20	Good Standing
	2020-21	Good Standing
	2021-22	Good Standing
Crown Heights	2019-20	Good Standing
	2020-21	Good Standing
	2021-22	Good Standing
East New York	2019-20	Good Standing
	2020-21	Good Standing
	2021-22	Good Standing

Achievement First Brooklyn Charter Schools

**Financial Statements
(With Supplementary Information)
and Independent Auditor's Reports**

June 30, 2022

Achievement First Brooklyn Charter Schools

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Independent Auditor's Report

To the Board of Trustees
Achievement First Brooklyn Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

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

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

Exercise professional judgment and maintain professional skepticism throughout the audit.

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

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

Reported on Summarized Comparative Information

We have previously audited Achievement First Brooklyn Charter Schools' 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 29, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2022, on our consideration of Achievement First Brooklyn Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Brooklyn Charter Schools' internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "CohnReznick LLP".

Hartford, Connecticut
October 31, 2022

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2022
(With Comparative Totals for 2021)**

	<u>Assets</u>	
	<u>2022</u>	<u>2021</u>
Current assets		
Cash	\$ 38,856,358	\$ 31,047,619
Restricted cash	350,000	350,000
Grants and other receivables	8,876,577	3,965,494
Receivable from related party - revolving lines of credit	6,642,270	3,020,020
Prepaid expenses and other assets	193,019	585,132
Due from related party	79,680	1,601,374
Due from other school	2,247	18,607
	<u>55,000,151</u>	<u>40,588,246</u>
Total current assets		
Non-current assets		
Construction in process	1,123,367	2,121,676
Property and equipment, net	7,232,818	7,226,014
Lease acquisition costs, net	4,092,099	4,318,513
	<u>12,448,284</u>	<u>13,666,203</u>
Total noncurrent assets		
Total assets	<u>\$ 67,448,435</u>	<u>\$ 54,254,449</u>

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2022
(With Comparative Totals for 2021)**

Liabilities and Net Assets

	<u>2022</u>	<u>2021</u>
Current liabilities		
Accounts payable and accrued expenses	\$ 3,312,324	\$ 1,983,947
Accrued salaries and other payroll related expenses	1,340,925	1,393,725
Due to other schools	24,407	4,885
Due to NYC Department of Education	339,109	42,272
Due to NYS Education Department - current portion	157,768	157,768
Deferred rent	724,034	-
Refundable advance	2,661,755	-
Deferred revenue	-	500
Loans payable - current portion	<u>426,000</u>	<u>253,334</u>
Total current liabilities	<u>8,986,322</u>	<u>3,836,431</u>
Long-term liabilities		
Due to NYS Education Department - net of current portion	-	157,768
Loans payable - net of current portion	<u>33,118</u>	<u>458,995</u>
Total long-term liabilities	<u>33,118</u>	<u>616,763</u>
Total liabilities	<u>9,019,440</u>	<u>4,453,194</u>
Net assets		
Without donor restrictions		
Undesignated	51,418,495	46,300,755
Board-designated reserve	7,000,000	3,500,000
With donor restrictions	<u>10,500</u>	<u>500</u>
Total net assets	<u>58,428,995</u>	<u>49,801,255</u>
Total liabilities and net assets	<u><u>\$ 67,448,435</u></u>	<u><u>\$ 54,254,449</u></u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Statement of Activities and Changes in Net Assets Year Ended June 30, 2022 (With Comparative Totals for 2021)

	Without donor restrictions	With donor restrictions	2022	2021
Change in unrestricted net assets				
Operating revenue				
State and local per pupil operating revenue	\$ 145,549,004	\$ -	\$ 145,549,004	\$ 142,247,589
Federal, state and local grants	16,712,846	-	16,712,846	7,031,428
Special education revenue	16,796,617	-	16,796,617	16,935,865
Total operating revenue	179,058,467	-	179,058,467	166,214,882
Expenses				
Program services	152,205,423	-	152,205,423	131,578,710
General and administrative	20,428,725	-	20,428,725	16,799,559
Fundraising	15,000	-	15,000	15,000
Total expenses	172,649,148	-	172,649,148	148,393,269
Surplus on school operations from government funding	6,409,319	-	6,409,319	17,821,613
Support and other revenue				
Contributions	320,855	10,000	330,855	344,866
In-kind contributions	524,680	-	524,680	407,405
Interest income	86,077	-	86,077	963
Other revenue	1,276,809	-	1,276,809	107,902
Total support and other revenue	2,208,421	10,000	2,218,421	861,136
Change in net assets	8,617,740	10,000	8,627,740	18,682,749
Net assets, beginning	49,800,755	500	49,801,255	31,118,506
Net assets, end	\$ 58,418,495	\$ 10,500	\$ 58,428,995	\$ 49,801,255

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Statement of Functional Expenses Year Ended June 30, 2022 (With Comparative Totals for 2021)

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 13,591,466	\$ -	\$ 13,591,466	\$ 11,839,382
Instructional personnel	78,215,888	10,394,899	88,610,787	-	-	88,610,787	84,156,712
Total personnel services costs	78,215,888	10,394,899	88,610,787	13,591,466	-	102,202,253	95,996,094
Fringe benefits and payroll taxes	12,473,352	1,657,482	14,130,834	2,165,359	-	16,296,193	15,711,985
Retirement	1,028,618	135,860	1,164,478	177,403	-	1,341,881	1,359,011
Management company fees	16,447,201	1,801,145	18,248,346	961,229	15,000	19,224,575	18,686,046
Accounting/audit services	-	-	-	171,168	-	171,168	160,800
Other purchased/professional/consulting services	91,082	402,937	494,019	125,759	-	619,778	589,633
Repairs and maintenance	2,682,748	373,621	3,056,369	652,532	-	3,708,901	649,020
Insurance	497,955	66,556	564,511	86,672	-	651,183	547,378
Utilities	1,230,305	168,535	1,398,840	216,024	-	1,614,864	1,222,898
Supplies/materials	3,103,559	412,115	3,515,674	-	-	3,515,674	1,745,762
Equipment/furnishings	1,255,089	171,180	1,426,269	242,856	-	1,669,125	483,445
Staff development	844,968	112,856	957,824	70,868	-	1,028,692	408,829
Marketing/recruitment	399,935	53,162	453,097	-	-	453,097	18,357
Technology	5,338,662	710,158	6,048,820	140,095	-	6,188,915	4,382,468
Food service	2,490,599	339,012	2,829,611	-	-	2,829,611	596,826
Student services	2,153,591	284,955	2,438,546	-	-	2,438,546	519,384
Office expense	3,867,199	515,158	4,382,357	1,246,373	-	5,628,730	2,604,296
Depreciation and amortization	1,626,347	220,954	1,847,301	461,825	-	2,309,126	1,991,233
Other	471,529	62,267	533,796	114,565	-	648,361	605,392
Parental activities	91,578	12,366	103,944	-	-	103,944	98,083
Interest expense	-	-	-	4,531	-	4,531	16,329
Total expenses	\$ 134,310,205	\$ 17,895,218	\$ 152,205,423	\$ 20,428,725	\$ 15,000	\$ 172,649,148	\$ 148,393,269

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Statement of Cash Flows Year Ended June 30, 2022 (With Comparative Totals for 2021)

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities		
Change in net assets	\$ 8,627,740	\$ 18,682,749
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	2,309,126	1,991,233
Write-off of construction in process	52,549	-
Accrued interest	(2,254)	19,130
Changes in operating assets and liabilities		
Grants and other receivables	(4,911,083)	(704,897)
Prepaid expenses and other assets	392,113	(500,617)
Due from related party	1,521,694	(1,601,374)
Due from other school	16,360	(18,607)
Due from NYC Department of Education	-	57,786
Accounts payable and accrued expenses	1,301,137	632,816
Accrued salaries and other payroll related expenses	(52,800)	(1,636,628)
Due to related party	-	(588,700)
Due to other schools	19,522	(5,451)
Due to NYC Department of Education	296,837	(123,957)
Due to NYS Education Department	(157,768)	(157,768)
Deferred rent	724,034	-
Refundable advance	2,661,755	-
Deferred revenue	(500)	(30,515)
	<u>12,798,462</u>	<u>16,015,200</u>
Net cash provided by operating activities		
Cash flows from investing activities		
Purchase of property and equipment	(1,116,516)	(1,400,833)
Cash paid out on revolving lines of credit	(3,622,250)	(3,020,020)
	<u>(4,738,766)</u>	<u>(4,420,853)</u>
Net cash used in investing activities		
Cash flows from financing activities		
Payments of long-term debt	(250,957)	(809,260)
	<u>(250,957)</u>	<u>(809,260)</u>
Net increase in cash and restricted cash	7,808,739	10,785,087
Cash and restricted cash, beginning	<u>31,397,619</u>	<u>20,612,532</u>
Cash and restricted cash, end	<u>\$ 39,206,358</u>	<u>\$ 31,397,619</u>
Cash paid during the year for interest	<u>\$ 6,783</u>	<u>\$ 38,111</u>
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	<u>\$ 1,219,430</u>	<u>\$ 1,371,124</u>
Purchase of construction in process with accounts payable	<u>\$ 137,400</u>	<u>\$ 110,160</u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 1 - Nature of operations

Achievement First Brooklyn Charter Schools (the "School") focus on strengthening the academic and character skills needed for all students to excel in top-tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. The Board of Regents of the State University of New York ("SUNY") originally granted individual charters to the schools (Achievement First Apollo Charter School, Achievement First Aspire Charter School, Achievement First Brownsville Charter School, Achievement First Bushwick Charter School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Endeavor Charter School). These charters were valid for a term of five years and renewable upon expiration. Additional charters were subsequently granted to Achievement First Linden Charter School, Achievement First North Brooklyn Charter School, Achievement First Voyager Charter School and Achievement First Legacy Charter School. The supplemental schedules to the financial statements provide additional operating activity by charter. The schools operate under one legal entity. The financial statements reflect the activities of the eleven charter schools for the fiscal year ended June 30, 2022.

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code ("IRC") and under the corresponding provisions of the New York State tax laws. The School's primary source of income is government funding. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii). Today, the School serves students primarily from low income households in Brooklyn and Queens, New York.

During the year ended June 30, 2022, the School operated classes for students in K-12. Charters that share space with New York City Department of Education ("NYCDOE") schools are not responsible for rent, utilities, custodial services, or maintenance. Charters that share space with other charter schools or do not share space are responsible for operating occupancy costs.

Note 2 - Summary of significant accounting policies

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

Board-designated net assets represent net assets established by the Board of Trustees, which represents funds without donor restrictions set aside for future needs of the School. Cash basis operating surpluses, if they exist at year-end, may be used to accumulate the board-designated reserve. Utilization of the reserve may be approved by the Board of Trustees and used for emergency funds in case of an unexpected financial crises, start-up costs for growth needs, facility capital requirements, principal-in-residence salaries and one-time projects which have significant future potential. The reserve balance will be generated from the schools' budgeted per-pupil operating revenue, excluding state and federal nonoperating grants.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Net assets with donor restrictions are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2022.

Cash and cash equivalents

The following table provides a reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total of the same such amount shown in the statement of cash flows:

	2022	2021
Cash	\$ 38,856,358	\$ 31,047,619
Restricted cash	350,000	350,000
Total	<u>\$ 39,206,358</u>	<u>\$ 31,397,619</u>

Restricted cash

The School has designated \$350,000 to be set aside for contingency purposes as required by the Board of Trustees of the State University of New York.

Grants and other receivables

Grants receivable represent amounts owed to the School for federal or state funding. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$8,876,577 at June 30, 2022. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2022. Such estimate is based on management's assessments of the creditworthiness of its donors, the aging of its receivables as well as current economic conditions and historical information.

Revenue recognition

The School reports unconditional promises to give as revenue when the promise is received. Conditional promises to give are recognized as revenue when the condition is met. Grants and contributions received are recorded as with or without donor restrictions depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose conditions and restrictions are met in the same reporting period have been reported as support increasing net assets without donor restrictions in the statement of activities.

Revenue from state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement. The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements

June 30, 2022

Donated goods and services

The School occasionally receives contributed goods and services. Such goods and services are only recorded as in-kind contributions at their fair value, provided they meet the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance nonfinancial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills, and (iii) would typically need to be purchased, if not provided by donation, and are recorded at their fair value in the period received.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined and is industry practice.

Property and equipment

Property and equipment are stated at cost. The School has established a threshold for review of expenditures equal to or greater than \$3,000 for potential capitalization as a fixed asset. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Depreciation and amortization are provided on a straight-line basis over the estimated useful lives or lease terms as follows:

<u>Asset</u>	<u>Estimated lives</u>
Leasehold improvements	5 - 20 years
Furniture and fixtures	5 - 8 years
Computers and hardware	3 - 7 years
Musical instruments	4 - 5 years
Equipment	3 - 7 years
Software	3 - 5 years

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2022.

Functional allocation of expenses

The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs based on the percentage of salary expense of the program to total salary expense.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Income taxes

The School is classified by the Internal Revenue Service (IRS) as exempt from income tax under Section 501(a) of the IRC as a public education academy described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2022. The School's federal tax returns prior to fiscal year 2019 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of general and administrative expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued expenses in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the year ended June 30, 2022.

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the financial statements of Achievement First Brooklyn Charter Schools for the year ended June 30, 2021, from which the summarized information was derived.

Use of estimates

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

Concentrations of credit risk

The School maintains cash and cash equivalent balances in one financial institution. Accounts at each institution are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. As of June 30, 2022, the School had uninsured bank balances of \$40,302,554. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

Subsequent events

Management has reviewed subsequent events through October 31, 2022, which is the date the financial statements were approved and available for issuance.

Note 3 - New accounting pronouncement

For the year ended June 30, 2022, the Organization adopted Accounting Standards Update ("ASU") 2020-07, Presentation and Disclosure by Not-for-Profit Entities for Contributed Nonfinancial Assets. This standard provides guidance on the presentation of contributed nonfinancial assets in the statement of activities and additional disclosure requirements for each type of contributed nonfinancial asset. The ASU provides transparency on the measurement of the contributed nonfinancial assets of the School and will not change existing recognition and measurement requirements. The School has implemented the provisions of ASU 2020-07 applicable to all nonfinancial assets.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 4 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2022, the School has financial assets available to meet annual operating needs for the 2023 fiscal year as follows:

Cash	\$ 38,856,358
Grants and other receivables	8,876,577
Receivable from related party - revolving lines of credit	6,642,270
Due from related party	79,680
Due from other school	<u>2,247</u>
Total financial assets	54,457,132
Less	
Receivable from related party - revolving lines of credit	(6,642,270)
Board-designated reserve	<u>(7,000,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u><u>\$ 40,814,862</u></u>

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with Federal and State grants, which are recognized as purpose restrictions are met. The balances due to the NYC Department of Education and NYS Education Department represent advances received that are due back to the State based on the fiscal year reconciliation and do not represent operating expenses.

Note 5 - Receivable from related party - unsecured revolving line of credit

The School has entered into unsecured revolving lines of credit established with entities that are wholly owned by Achievement First, Inc. ("AF"). See Note 10 for the relationship between the School and AF. AF lines bear interest at a fixed rate of 2.6%. Funds are available upon written request. The School may demand repayment of principal and/or accrued interest in part or in full at any time and such repayments shall be due forty-five business days thereafter. Balances on the lines are as follows as of June 30, 2022:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 3,549,327
AF Queens ES1, LLC	4,000,000	1,105,693
AF Glenmore Avenue, LLC	<u>2,000,000</u>	<u>1,987,250</u>
	<u><u>\$ 11,000,000</u></u>	<u><u>\$ 6,642,270</u></u>

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 6 - Concentrations

The School received approximately 81% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2022.

The School's grants and other receivables consist of approximately 82% of per pupil funding from the State of New York and 16% from the Federal and State Departments of Education at June 30, 2022.

Note 7 - Agreement for School facilities

The School has entered into verbal agreements with the NYCDOE for dedicated and shared space at a cost of \$1 per year or less. In accordance with industry standards, the fair value of the rent has not been recorded. The School will be responsible for any overtime-related cost for services provided beyond the regular opening hours. For the year ended June 30, 2022, the School incurred no overtime and incurred no permit fees. The School also entered into an Administrative Cost Management Agreement that requires the School to pay Uncommon Crown Heights, LLC for its share of the building costs for the facilities located at 1485 Pacific Street, Brooklyn, New York. The fair value of the rent has not been included in the accompanying financial statements as the agreement is nonbinding, the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined and is industry practice.

Note 8 - Property and equipment

The following is a summary of property and equipment at June 30, 2022:

Leasehold improvements	\$ 15,694,126
Furniture and fixtures	1,671,227
Computers and other hardware	354,679
Equipment	2,697,829
Software	32,498
Student computers and software	3,897
Musical instruments	<u>23,320</u>
	20,477,576
Less accumulated depreciation	<u>(13,244,758)</u>
	<u><u>\$ 7,232,818</u></u>

Depreciation expense was \$2,082,712 for the year ended June 30, 2022.

Note 9 - Lease acquisition costs

The NYCDOE, through the New York State Construction Authority ("NYSCA"), agreed to help finance the development and construction of 510 Waverly Avenue, Brooklyn, New York provided that Civic Builders (the "construction manager") and Achievement First Endeavor Charter School collectively contributed 20% of the costs of the construction.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

In December 2012, NYSCA, the landlord, entered into an agreement to lease the building to Civic Builders for a 30-year term. Civic Builders entered into an agreement to sublease the building to AF Waverly LLC. AF is the sole member, which in turn leases the building to the School under the same terms at an annual lease of \$1 plus operating costs. The lease acquisition costs of \$6,792,379 include the costs incurred by Achievement First Endeavor Charter School in meeting their obligation to NYCDOE to fund 20% of the costs of construction; these costs are amortized over the 30-year lease term. Amortization expense for the year ended June 30, 2022 was \$226,414 and accumulated amortization at June 30, 2022 was \$2,700,280. Amortization expense for each of the next five years is \$226,413.

Note 10 - Related party transactions

The School entered into an Academic and Business Services Agreement (the "Agreement") with AF, a not-for-profit organization dedicated to helping start and run charter schools. This Agreement provides management and other administrative support services to the School.

Pursuant to the terms of the Agreement, the School pays a service fee equivalent to 10% of public revenues received by the School during or for that school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation, start-up funding, funding for student meals, and funding from competitive public grants. The Agreement automatically renews to coincide with the charter renewals for each school. The Agreement covers services including bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is to pay AF an ancillary services fee that is mutually negotiated by the School and AF. For the year ended June 30, 2022, the School incurred management and ancillary services fees of \$19,224,575, which are included in the accompanying statement of functional expenses. AF is also the recipient of grant funds that are passed through AF to the School. The amount due from AF at June 30, 2022 was \$79,680.

The School received a \$1,018,657 grant from AF for Charter School funding and \$328,070 of contributions from AF.

Note 11 - Due from/to other schools

The following amounts were due from/to related schools and consist of the following at June 30, 2022:

Achievement First Providence Charter School	\$ (1,856)
Achievement First Bridgeport Academy	2,247
Achievement First Hartford Charter School	(21,406)
Amistad Academy Charter School	<u>(1,145)</u>
	<u>\$ (22,160)</u>

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 12 - Loans payable

Loans payable to Charter School Growth Fund bear interest at 1% and 3%. The 1% loans are start-up loans and no payments of principal or interest are required until maturity. The 3% loans are improvement loans and require annual payments of principal and interest. Loans mature through June 30, 2024. The outstanding balance due to Charter School Growth Fund at June 30, 2022 was \$416,878 including accrued interest of \$16,878. Interest expense of \$4,531 is included in interest expense on the statement of functional expenses.

The loan payable to Peak Demand Energy is a noninterest-bearing loan. The loan was established to pay for lighting costs related to school renovations. The loan is paid through monthly payments equal to the cost savings, quantified by the reduction in energy usage each month, which is approximately \$2,000 per month until the loan is paid in full in July 2024. The outstanding balance due to Peak Demand Energy at June 30, 2022 was \$42,240.

The scheduled principal payments for the next two years are as follows:

2023	\$	426,000
2024		<u>16,240</u>
Subtotal		442,240
Plus accrued interest		<u>16,878</u>
	\$	<u><u>459,118</u></u>

Note 13 - Due to NYC Department of Education and the New York State Education Department

The NYCDOE paid the School per pupil grant funds in six installments, based on estimates from the School. At the end of each year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2022, an underpayment totaling \$339,109 had been made; an adjustment for this amount will be reflected in the third payment from NYCDOE in FY 2023. Additionally, the New York State Education Department informed the School during the year ended June 30, 2018, that an error had been made in the allocation of Title II funds available to districts throughout the State. As a result, \$788,840 was received by the School in excess of the State's recalculated grant allocation. During the year ended June 30, 2022, \$157,768 was repaid and the balance of \$157,768 will be repaid through an annual reduction in the grant allocation of \$157,768 in the next year.

Note 14 - Contributed nonfinancial assets

For the year ended June 30, 2022, contributed nonfinancial assets recognized within the statement of activities included:

	Revenue Recognized	Utilization in Programs/Activities	2022	
			Donor Restrictions	Valuation Techniques and Inputs
Educational software	\$ 360,211	Regular education	None	Donor's purchase cost
Books	\$ 164,469	Regular education	None	Donor's purchase cost

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 15 - Operating leases

The School leases office equipment under noncancelable operating lease agreements expiring through May. The future minimum payments are as follows:

2023	\$	982,951
2024		778,587
2025		522,278
2026		414,806
2027		<u>252,292</u>
	\$	<u>2,950,914</u>

The lease expense for the year ended June 30, 2022, was \$1,314,732.

The School entered into leases for properties with three limited liability companies wholly owned by AF. The leases expire through June 30, 2052. The School cannot sublease the premises without written consent from the Overlandlord and Sublandlord. Additional rent is due in accordance with the lease agreements. The lease expense for the year ended June 30, 2022 was \$2,642,976. The future minimum payments are as follows:

2023	\$	4,793,041
2024		2,560,938
2025		2,483,915
2026		2,543,811
2027		2,605,160
Thereafter		<u>90,533,659</u>
	\$	<u>105,520,524</u>

The lease with AF Brooklyn HS4, LLC expires July 30, 2024 and has a one-year extension option. The lease with AF Queens ES1, LLC expires on July 31, 2027 and has a three-year extension option. The School has guaranteed the AF Queens ES, LLC lease. The agreement with Glenmore Avenue, LLC allows the lease to be extended for a total of 49 years if the Overlease is extended and requires the School to achieve certain financial covenants upon occupancy of the premises. Occupancy did not occur during the year ended June 30, 2022.

Note 16 - Pension plan

Effective September 1, 2006, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan upon employment. Those employees who have completed at least one full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary, up to a maximum match of \$2,500 per year, per employee. The School contribution is not vested until the employee's third year, when he or she become fully vested. For the year ended June 30, 2022, pension expense for the School was approximately \$1,342,000, which is included in retirement in the accompanying statement of functional expenses.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2022

Note 17 - Risk management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents; and natural disasters. The School maintains commercial insurance to protect itself from these risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

Note 18 - Contingencies

In early 2020, an outbreak of a novel strain of coronavirus (COVID-19) emerged globally. As a result, events have occurred including mandates from federal, state and local authorities leading to an overall decline in economic activity. The spread of this virus has caused business disruption domestically in the United States, the area in which the School primarily operates. While the disruption is currently expected to be temporary, there is considerable uncertainty around the duration of this disruption. Therefore, while the School understands this matter may negatively impact the School's financial condition, results of operations, or cash flows, the extent of the financial impact and duration cannot be reasonably estimated at this time.

Note 19 - Conditional contribution

AF received a conditional grant commencing April 2020 for expansion and minor repairs, of which they have allocated \$4,629,142 to the School. This grant is expected to cover periods through March 2025. Donor conditions specify that amounts must be spent on expenditures relevant to approved grant purpose. Since this grant represents a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. For the year ended June 30, 2022, \$1,018,657 was recorded as revenue related to this grant. The remaining conditional promise to give at June 30, 2022 was \$3,610,433.

During the year ended June 30, 2021, the School received conditional ESSER grants of \$46,311,444. These grants are expected to cover periods through September 2023. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since these grants represent a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Contribution revenue of \$8,079,619 was recorded during the year ended June 30, 2022 related to this grant. The remaining conditional promise to give at June 30, 2022 was \$36,217,830.

Supplementary Information

Achievement First Brooklyn Charter Schools

Supplemental Combining Schedule of Activities by Charter Year Ended June 30, 2022

	Achievement First Apollo	Achievement First Aspire	Achievement First Brownsville	Achievement First Bushwick	Achievement First Crown Heights	Achievement First East New York	Achievement First Endeavor	Achievement First Linden	Achievement First North Brooklyn	Achievement First Voyager	Achievement First Legacy	Total
Operating revenue												
State and local per pupil operating revenue	\$ 13,601,951	\$ 13,990,626	\$ 18,258,896	\$ 15,126,334	\$ 21,450,834	\$ 18,946,552	\$ 12,966,091	\$ 12,537,410	\$ 14,079,478	\$ 3,079,504	\$ 1,511,328	\$ 145,549,004
Federal, state and local grants	1,200,283	1,463,121	2,373,805	1,983,224	1,572,011	1,906,480	1,983,514	1,148,180	2,049,328	471,133	559,767	16,712,846
Special education revenue	1,280,878	1,219,188	1,863,330	3,346,752	2,409,648	1,753,399	1,717,502	1,197,018	1,550,267	394,984	63,671	16,796,617
Total operating revenue	16,083,112	16,672,915	22,496,031	20,456,310	25,432,493	22,608,431	16,667,107	14,882,608	17,679,073	3,945,621	2,134,766	179,058,467
Expenses												
Program services	12,516,485	15,434,808	19,077,157	17,717,932	21,516,124	19,333,700	14,320,713	11,522,755	13,449,338	4,014,300	3,302,111	152,205,423
General and administrative	1,640,247	2,540,814	2,347,199	2,057,751	3,019,522	2,458,908	1,774,072	1,678,064	1,631,807	545,156	735,185	20,428,725
Fundraising	-	-	5,185	-	6,207	3,608	-	-	-	-	-	15,000
Total expenses	14,156,732	17,975,622	21,429,541	19,775,683	24,541,853	21,796,216	16,094,785	13,200,819	15,081,145	4,559,456	4,037,296	172,649,148
Surplus (deficit) on school operations from government funding	1,926,380	(1,302,707)	1,066,490	680,627	890,640	812,215	572,322	1,681,789	2,597,928	(613,835)	(1,902,530)	6,409,319
Support and other revenue												
Contributions	15,511	1,000	65,708	3	99,016	149,617	-	-	-	-	-	330,855
In-kind contributions	52,065	55,077	84,175	48,251	53,241	86,200	36,351	34,478	60,639	6,932	7,271	524,680
Interest income	-	50,423	-	-	-	-	-	7,556	-	-	28,098	86,077
Other revenue	12,409	488,048	75,053	47,884	14,765	30,848	65,022	5,251	69,921	14,104	453,504	1,276,809
Total support and other revenue	79,985	594,548	224,936	96,138	167,022	266,665	101,373	47,285	130,560	21,036	488,873	2,218,421
Change in net assets	2,006,365	(708,159)	1,291,426	776,765	1,057,662	1,078,880	673,695	1,729,074	2,728,488	(592,799)	(1,413,657)	8,627,740
Net assets, beginning	10,553,010	7,612,132	4,883,447	5,628,676	4,450,472	3,315,038	5,574,198	5,162,468	6,217,815	(3,596,001)	-	49,801,255
Net assets, end	\$ 12,559,375	\$ 6,903,973	\$ 6,174,873	\$ 6,405,441	\$ 5,508,134	\$ 4,393,918	\$ 6,247,893	\$ 6,891,542	\$ 8,946,303	\$ 4,188,800	\$ 1,413,657	\$ 58,428,995

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Apollo Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,159,530	\$ -	\$ 1,159,530	\$ 1,013,893
Instructional personnel	7,054,887	581,098	7,635,985	-	-	7,635,985	7,577,757
Total personnel services costs	7,054,887	581,098	7,635,985	1,159,530	-	8,795,515	8,591,650
Fringe benefits and payroll taxes							
Retirement	1,115,331	91,868	1,207,199	183,314	-	1,390,513	1,454,479
Management company fees	107,033	8,816	115,849	17,592	-	133,441	150,333
Accounting/audit services	1,549,602	106,105	1,655,707	87,142	-	1,742,849	1,777,815
Other purchased/professional/consulting services	-	-	-	14,264	-	14,264	14,618
Repairs and maintenance	729	10,127	10,856	5,781	-	16,637	23,547
Insurance	59,355	4,889	64,244	9,755	-	73,999	11,891
Utilities	37,031	3,050	40,081	6,086	-	46,167	37,094
Supplies/materials	2,232	184	2,416	367	-	2,783	8,053
Equipment/furnishings	297,022	24,465	321,487	-	-	321,487	129,121
Staff development	60,418	4,976	65,394	9,930	-	75,324	46,680
Marketing/recruitment	71,710	5,907	77,617	7,645	-	85,262	21,948
Technology	35,990	2,964	38,954	-	-	38,954	131
Food service	484,392	39,898	524,290	12,254	-	536,544	398,146
Student services	45,769	3,770	49,539	-	-	49,539	9,752
Office expense	201,826	16,624	218,450	-	-	218,450	4,893
Depreciation and amortization	330,203	27,199	357,402	96,376	-	453,778	260,278
Other	67,355	5,548	72,903	18,226	-	91,129	113,375
Parental activities	50,059	4,123	54,182	11,985	-	66,167	57,132
Interest expense	3,631	299	3,930	-	-	3,930	2,827
	-	-	-	-	-	-	301
	\$ 11,574,575	\$ 941,910	\$ 12,516,485	\$ 1,640,247	\$ -	\$ 14,156,732	\$ 13,114,064

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Aspire Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,604,303	\$ -	\$ 1,604,303	\$ 1,126,767
Instructional personnel	7,295,762	1,061,353	8,357,115	-	-	8,357,115	7,307,373
Total personnel services costs	7,295,762	1,061,353	8,357,115	1,604,303	-	9,961,418	8,434,140
Fringe benefits and payroll taxes							
Retirement	1,116,826	162,471	1,279,297	245,585	-	1,524,882	1,299,191
Management company fees	92,058	13,392	105,450	20,243	-	125,693	110,546
Accounting/audit services	1,599,213	191,513	1,790,726	94,249	-	1,884,975	1,736,525
Other purchased/professional/consulting services	-	-	-	21,396	-	21,396	14,618
Repairs and maintenance	666	19,365	20,031	13,142	-	33,173	24,686
Insurance	1,098,712	159,836	1,258,548	241,601	-	1,500,149	25,064
Utilities	41,990	6,108	48,098	9,233	-	57,331	39,249
Supplies/materials	11,065	1,610	12,675	2,433	-	15,108	18,988
Equipment/furnishings	369,222	53,713	422,935	-	-	422,935	132,646
Staff development	297,994	43,351	341,345	65,528	-	406,873	42,889
Marketing/recruitment	118,556	17,248	135,804	8,532	-	144,336	47,465
Technology	39,436	5,737	45,173	-	-	45,173	3,499
Food service	611,705	88,988	700,693	20,463	-	721,156	440,369
Student services	32,776	4,768	37,544	-	-	37,544	4,904
Office expense	108,666	15,808	124,474	-	-	124,474	58,389
Depreciation and amortization	396,428	57,670	454,098	119,001	-	573,099	239,988
Other	213,678	31,085	244,763	61,191	-	305,954	154,681
Parental activities	46,767	6,804	53,571	12,569	-	66,140	50,696
Interest expense	2,155	313	2,468	-	-	2,468	1,920
	-	-	-	1,345	-	1,345	5,764
Total expenses	\$ 13,493,675	\$ 1,941,133	\$ 15,434,808	\$ 2,540,814	\$ -	\$ 17,975,622	\$ 12,886,217

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Brownsville Year Ended June 30, 2022

	Program services				General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services					
Personnel services costs								
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,596,699	\$ -	\$ -	\$ 1,596,699	\$ 1,565,901
Instructional personnel	10,003,508	1,372,871	11,376,379	-	-	-	11,376,379	11,139,742
Total personnel services costs	10,003,508	1,372,871	11,376,379	1,596,699	-	-	12,973,078	12,705,643
Fringe benefits and payroll taxes								
Retirement	1,584,764	217,127	1,801,891	252,831	-	-	2,054,722	2,052,987
Management company fees	116,284	15,932	132,216	18,538	-	-	150,754	168,470
Accounting/audit services	2,020,730	228,793	2,249,523	118,669	5,185	-	2,373,377	2,410,760
Other purchased/professional/consulting services	-	-	-	21,396	-	-	21,396	21,928
Repairs and maintenance	702	35,686	36,388	15,768	-	-	52,156	42,126
Insurance	28,716	3,935	32,651	4,568	-	-	37,219	12,378
Utilities	48,088	6,588	54,676	7,667	-	-	62,343	53,338
Supplies/materials	17,200	2,357	19,557	2,756	-	-	22,313	25,940
Equipment/furnishings	294,140	40,300	334,440	-	-	-	334,440	239,037
Staff development	134,632	18,446	153,078	21,358	-	-	174,436	95,776
Marketing/recruitment	84,688	11,604	96,292	7,787	-	-	104,079	56,732
Technology	34,013	4,660	38,673	-	-	-	38,673	198
Food service	653,112	89,482	742,594	13,163	-	-	755,757	515,417
Student services	574,521	78,715	653,236	-	-	-	653,236	155,138
Office expense	275,768	37,782	313,550	-	-	-	313,550	103,943
Depreciation and amortization	491,530	67,344	558,874	148,771	-	-	707,645	350,551
Other	360,516	49,394	409,910	102,477	-	-	512,387	377,330
Parental activities	61,837	8,473	70,310	14,751	-	-	85,061	85,102
Interest expense	2,567	352	2,919	-	-	-	2,919	4,829
	-	-	-	-	-	-	-	50
Total expenses	\$ 16,787,316	\$ 2,289,841	\$ 19,077,157	\$ 2,347,199	\$ 5,185	\$ -	\$ 21,429,541	\$ 19,477,673

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Bushwick Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,427,745	\$ -	\$ 1,427,745	\$ 1,401,802
Instructional personnel	9,649,170	1,322,026	10,971,196	-	-	10,971,196	10,326,591
Total personnel services costs	9,649,170	1,322,026	10,971,196	1,427,745	-	12,398,941	11,728,393
Fringe benefits and payroll taxes							
Retirement	1,539,782	210,965	1,750,747	227,432	-	1,978,179	1,870,439
Management company fees	139,492	19,111	158,603	21,262	-	179,865	182,113
Accounting/audit services	1,776,210	200,594	1,976,804	104,042	-	2,080,846	2,090,566
Other purchased/professional/consulting services	-	-	-	14,264	-	14,264	14,619
Repairs and maintenance	715	18,771	19,486	13,417	-	32,903	47,490
Insurance	29,850	4,089	33,939	3,436	-	37,375	(55,887)
Utilities	38,371	5,257	43,628	5,399	-	49,027	39,519
Supplies/materials	9,430	1,292	10,722	1,385	-	12,107	14,651
Equipment/furnishings	447,758	61,348	509,106	-	-	509,106	216,927
Staff development	119,740	16,405	136,145	15,670	-	151,815	20,058
Marketing/recruitment	73,863	10,119	83,982	6,196	-	90,178	30,611
Technology	34,014	4,659	38,673	-	-	38,673	60
Food service	561,604	76,948	638,552	13,248	-	651,800	483,268
Student services	317,159	43,454	360,613	-	-	360,613	115,593
Office expense	194,757	26,684	221,441	-	-	221,441	(9,770)
Depreciation and amortization	524,055	71,800	595,855	176,647	-	772,502	286,616
Other	56,399	7,727	64,126	16,030	-	80,156	50,222
Parental activities	50,253	6,886	57,139	11,578	-	68,717	69,910
	41,490	5,685	47,175	-	-	47,175	58,211
Total expenses	\$ 15,604,112	\$ 2,113,820	\$ 17,717,932	\$ 2,057,751	\$ -	\$ 19,775,683	\$ 17,253,609

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Crown Heights Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 2,040,848	\$ -	\$ 2,040,848	\$ 1,752,852
Instructional personnel	11,354,185	1,555,632	12,909,817	-	-	12,909,817	12,360,994
Total personnel services costs	11,354,185	1,555,632	12,909,817	2,040,848	-	14,950,665	14,113,846
Fringe benefits and payroll taxes							
Retirement	1,835,693	251,508	2,087,201	329,955	-	2,417,156	2,398,100
Management company fees	140,748	19,284	160,032	25,299	-	185,331	190,633
Accounting/audit services	2,353,248	266,461	2,619,709	138,206	6,207	2,764,122	2,731,500
Other purchased/professional/consulting services	-	-	-	21,396	-	21,396	21,927
Repairs and maintenance	690	15,418	16,108	20,660	-	36,768	26,788
Insurance	49,403	6,769	56,172	8,880	-	65,052	1,506
Utilities	95,800	13,125	108,925	17,219	-	126,144	120,567
Supplies/materials	908,932	124,532	1,033,464	163,375	-	1,196,839	917,210
Equipment/furnishings	307,752	42,165	349,917	-	-	349,917	256,533
Staff development	134,330	18,405	152,735	24,145	-	176,880	48,011
Marketing/recruitment	126,530	17,336	143,866	10,624	-	154,490	62,019
Technology	34,013	4,660	38,673	-	-	38,673	2,144
Food service	696,695	95,453	792,148	16,883	-	809,031	573,218
Student services	25,704	3,522	29,226	-	-	29,226	3,833
Office expense	313,196	42,911	356,107	-	-	356,107	177,446
Depreciation and amortization	482,630	66,125	548,755	178,389	-	727,144	392,311
Other	21,958	3,008	24,966	6,242	-	31,208	43,913
Parental activities	72,435	9,925	82,360	17,401	-	99,761	87,124
	5,227	716	5,943	-	-	5,943	-
Total expenses	\$ 18,959,169	\$ 2,556,955	\$ 21,516,124	\$ 3,019,522	\$ 6,207	\$ 24,541,853	\$ 22,168,629

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - East New York Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,760,370	\$ -	\$ 1,760,370	\$ 1,618,341
Instructional personnel	10,431,392	1,429,202	11,860,594	-	-	11,860,594	11,597,163
Total personnel services costs	10,431,392	1,429,202	11,860,594	1,760,370	-	13,620,964	13,215,504
Fringe benefits and payroll taxes							
Retirement	1,676,362	229,678	1,906,040	282,898	-	2,188,938	2,173,118
Management company fees	150,493	20,619	171,112	25,397	-	196,509	203,704
Accounting/audit services	2,084,292	235,794	2,320,086	122,300	3,608	2,445,994	2,459,355
Other purchased/professional/consulting services	-	-	-	21,396	-	21,396	21,927
Repairs and maintenance	697	150,881	151,578	9,028	-	160,606	161,138
Insurance	47,795	6,548	54,343	8,066	-	62,409	2,462
Utilities	48,587	6,657	55,244	8,199	-	63,443	51,465
Supplies/materials	15,222	2,086	17,308	2,569	-	19,877	13,221
Equipment/furnishings	364,366	49,922	414,288	-	-	414,288	151,465
Staff development	88,228	12,088	100,316	14,889	-	115,205	45,896
Marketing/recruitment	73,748	10,104	83,852	7,575	-	91,427	48,983
Technology	34,892	4,781	39,673	-	-	39,673	5,345
Food service	685,663	93,942	779,605	22,069	-	801,674	587,251
Student services	221,368	30,329	251,697	-	-	251,697	60,936
Office expense	395,298	54,160	449,458	-	-	449,458	158,293
Depreciation and amortization	440,263	60,320	500,583	131,880	-	632,463	291,495
Other	100,087	13,713	113,800	28,450	-	142,250	194,582
Parental activities	56,396	7,727	64,123	13,822	-	77,945	78,058
Interest expense	-	-	-	-	-	-	260
Total expenses	\$ 16,915,149	\$ 2,418,551	\$ 19,333,700	\$ 2,458,908	\$ 3,608	\$ 21,796,216	\$ 19,928,007

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Endeavor Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,094,124	\$ -	\$ 1,094,124	\$ 1,162,656
Instructional personnel	6,807,902	932,748	7,740,650	-	-	7,740,650	7,808,934
Total personnel services costs	6,807,902	932,748	7,740,650	1,094,124	-	8,834,774	8,971,590
Fringe benefits and payroll taxes							
Retirement	1,084,942	148,648	1,233,590	174,365	-	1,407,955	1,474,740
Management company fees	98,252	13,461	111,713	15,790	-	127,503	135,806
Accounting/audit services	1,468,306	165,821	1,634,127	86,007	-	1,720,134	1,810,396
Other purchased/professional/consulting services	-	-	-	14,264	-	14,264	14,618
Repairs and maintenance	84,808	117,348	202,156	20,916	-	223,072	203,204
Insurance	456,193	62,503	518,696	73,317	-	592,013	587,671
Utilities	104,065	14,258	118,323	16,725	-	135,048	124,148
Supplies/materials	247,658	33,931	281,589	39,802	-	321,391	204,767
Equipment/furnishings	183,861	25,191	209,052	-	-	209,052	102,722
Staff development	35,524	4,867	40,391	5,709	-	46,100	38,459
Marketing/recruitment	74,786	10,247	85,033	6,326	-	91,359	41,893
Technology	34,013	4,660	38,673	-	-	38,673	151
Food service	400,199	54,831	455,030	8,015	-	463,045	412,632
Student services	547,447	75,005	622,452	-	-	622,452	172,507
Office expense	176,366	24,164	200,530	-	-	200,530	12,134
Depreciation and amortization	383,946	52,605	436,551	122,831	-	559,382	228,673
Other	305,452	41,850	347,302	86,825	-	434,127	433,080
	39,450	5,405	44,855	9,056	-	53,911	56,072
Total expenses	\$ 12,533,170	\$ 1,787,543	\$ 14,320,713	\$ 1,774,072	\$ -	\$ 16,094,785	\$ 15,025,263

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Linden Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,152,761	\$ -	\$ 1,152,761	\$ 919,210
Instructional personnel	5,967,168	817,561	6,784,729	-	-	6,784,729	6,736,951
Total personnel services costs	5,967,168	817,561	6,784,729	1,152,761	-	7,937,490	7,656,161
Fringe benefits and payroll taxes							
Retirement	966,367	132,401	1,098,768	186,686	-	1,285,454	1,287,166
Management company fees	62,856	8,612	71,468	12,143	-	83,611	88,017
Accounting/audit services	1,418,503	160,196	1,578,699	83,089	-	1,661,788	1,536,504
Other purchased/professional/consulting services	-	-	-	14,264	-	14,264	14,618
Repairs and maintenance	683	13,506	14,189	8,155	-	22,344	30,226
Insurance	54,766	7,504	62,270	10,580	-	72,850	13,512
Utilities	33,793	4,630	38,423	6,528	-	44,951	35,122
Supplies/materials	5,975	819	6,794	1,154	-	7,948	7,990
Equipment/furnishings	273,938	37,532	311,470	-	-	311,470	248,876
Staff development	151,768	20,794	172,562	29,319	-	201,881	83,809
Marketing/recruitment	56,224	7,704	63,928	4,864	-	68,792	45,415
Technology	44,730	6,129	50,859	-	-	50,859	6,440
Food service	477,767	65,458	543,225	16,300	-	559,525	452,576
Student services	13,313	1,824	15,137	-	-	15,137	1,500
Office expense	123,821	16,965	140,786	-	-	140,786	2,281
Depreciation and amortization	292,006	40,008	332,014	92,992	-	425,006	212,345
Other	169,038	23,160	192,198	48,050	-	240,248	89,536
Parental activities	39,440	5,404	44,844	9,993	-	54,837	48,751
Interest expense	345	47	392	-	-	392	-
	-	-	-	1,186	-	1,186	3,565
Total expenses	\$ 10,152,501	\$ 1,370,254	\$ 11,522,755	\$ 1,678,064	\$ -	\$ 13,200,819	\$ 11,864,410

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Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - North Brooklyn Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,130,648	\$ -	\$ 1,130,648	\$ 920,547
Instructional personnel	6,805,396	932,406	7,737,802	-	-	7,737,802	6,721,885
Total personnel services costs	6,805,396	932,406	7,737,802	1,130,648	-	8,868,450	7,642,432
Fringe benefits and payroll taxes							
Retirement	1,095,445	150,087	1,245,532	181,997	-	1,427,529	1,203,724
Management company fees	83,898	11,495	95,393	13,939	-	109,332	97,183
Accounting/audit services	1,558,809	176,042	1,734,851	91,308	-	1,826,159	1,639,424
Other purchased/professional/consulting services	-	-	-	14,264	-	14,264	14,618
Repairs and maintenance	697	11,328	12,025	4,991	-	17,016	23,477
Insurance	23,161	3,173	26,334	3,848	-	30,182	2,414
Utilities	34,475	4,724	39,199	5,728	-	44,927	35,594
Supplies/materials	8,840	1,211	10,051	1,469	-	11,520	8,093
Equipment/furnishings	344,330	47,177	391,507	-	-	391,507	225,058
Staff development	124,071	16,999	141,070	20,613	-	161,683	37,777
Marketing/recruitment	104,265	14,284	118,549	8,778	-	127,327	40,000
Technology	34,134	4,677	38,811	-	-	38,811	259
Food service	456,327	62,522	518,849	8,385	-	527,234	382,250
Student services	580,879	79,586	660,465	-	-	660,465	6,291
Office expense	91,881	12,589	104,470	-	-	104,470	10,507
Depreciation and amortization	304,160	41,673	345,833	98,176	-	444,009	234,020
Other	133,972	18,356	152,328	38,082	-	190,410	185,201
Parental activities	36,173	4,955	41,128	8,581	-	49,709	50,802
Interest expense	30,907	4,234	35,141	-	-	35,141	30,036
	-	-	-	1,000	-	1,000	1,000
Total expenses	\$ 11,851,820	\$ 1,597,518	\$ 13,449,338	\$ 1,631,807	\$ -	\$ 15,081,145	\$ 11,870,160

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Voyager Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 351,911	\$ -	\$ 351,911	\$ 357,413
Instructional personnel	2,059,916	282,229	2,342,145	-	-	2,342,145	2,579,322
Total personnel services costs	2,059,916	282,229	2,342,145	351,911	-	2,694,056	2,936,735
Fringe benefits and payroll taxes							
Retirement	332,119	45,504	377,623	56,739	-	434,362	498,041
Management company fees	32,990	4,520	37,510	5,636	-	43,146	32,206
Accounting/audit services	390,193	44,066	434,259	22,856	-	457,115	493,201
Other purchased/professional/consulting services	-	-	-	7,132	-	7,132	7,309
Repairs and maintenance	695	5,301	5,996	5,780	-	11,776	6,951
Insurance	4,235	580	4,815	724	-	5,539	48,009
Utilities	8,948	1,226	10,174	1,529	-	11,703	11,282
Supplies/materials	3,332	456	3,788	569	-	4,357	3,985
Equipment/furnishings	74,743	10,240	84,983	-	-	84,983	43,377
Staff development	10,570	1,448	12,018	1,806	-	13,824	24,090
Marketing/recruitment	35,917	4,921	40,838	433	-	41,271	13,763
Technology	39,973	5,477	45,450	-	-	45,450	130
Food service	142,501	19,523	162,024	7,243	-	169,267	137,341
Student services	120,081	16,452	136,533	-	-	136,533	66,372
Office expense	34,600	4,740	39,340	-	-	39,340	1,268
Depreciation and amortization	111,122	15,225	126,347	44,833	-	171,180	108,019
Other	120,571	16,519	137,090	34,273	-	171,363	349,313
Interest expense	11,756	1,611	13,367	2,692	-	16,059	21,745
	-	-	-	1,000	-	1,000	2,100
Total expenses	\$ 3,534,262	\$ 480,038	\$ 4,014,300	\$ 545,156	\$ -	\$ 4,559,456	\$ 4,805,237

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

Supplemental Schedule of Functional Expenses - Legacy Year Ended June 30, 2022

	Program services			General and administrative	Fundraising	2022 Total	2021 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 272,527	\$ -	\$ 272,527	\$ -
Instructional personnel	786,602	107,773	894,375	-	-	894,375	-
Total personnel services costs	786,602	107,773	894,375	272,527	-	1,166,902	-
Fringe benefits and payroll taxes							
Retirement	125,721	17,225	142,946	43,557	-	186,503	-
Management company fees	4,514	618	5,132	1,564	-	6,696	-
Accounting/audit services	228,095	25,760	253,855	13,361	-	267,216	-
Other purchased/professional/consulting services	-	-	-	7,132	-	7,132	-
Repairs and maintenance	-	5,206	5,206	8,121	-	13,327	-
Insurance	830,562	113,795	944,357	287,757	-	1,232,114	-
Utilities	6,807	933	7,740	2,359	-	10,099	-
Supplies/materials	419	57	476	145	-	621	-
Equipment/furnishings	146,427	20,062	166,489	-	-	166,489	-
Staff development	97,814	13,401	111,215	33,889	-	145,104	-
Marketing/recruitment	24,681	3,382	28,063	2,108	-	30,171	-
Technology	34,727	4,758	39,485	-	-	39,485	-
Food service	168,697	23,113	191,810	2,072	-	193,882	-
Student services	11,582	1,587	13,169	-	-	13,169	-
Office expense	237,412	32,528	269,940	-	-	269,940	-
Depreciation and amortization	110,856	15,189	126,045	36,477	-	162,522	-
Other	77,321	10,594	87,915	21,979	-	109,894	-
Parental activities	6,963	954	7,917	2,137	-	10,054	-
	5,256	720	5,976	-	-	5,976	-
Total expenses	\$ 2,904,456	\$ 397,655	\$ 3,302,111	\$ 735,185	\$ -	\$ 4,037,296	\$ -

See Independent Auditor's Report.

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

To the Board of Trustees
Achievement First Brooklyn Charter Schools

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 31, 2022.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



Hartford, Connecticut
October 31, 2022

Independent Auditor's Report on Compliance for Each Major Federal Program
and Report on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees
Achievement First Brooklyn Charter Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

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

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

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

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

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

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2022-001. Our opinion on each major federal program is not modified with respect to this matter. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant

deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2022-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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



Hartford, Connecticut
October 31, 2022

Achievement First Brooklyn Charter Schools

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

Federal grantor/pass-through grantor/program or cluster title	Federal CFDA number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
U.S. Department of Education Passed through New York State Education Department		0021-22-4304 0021-22-4308 0021-22-4324 0021-22-4326 0021-22-4375 0021-22-4555 0021-22-4940 0021-22-5000 0021-22-5085 0021-22-5265		
Title I Grants to Local Educational Agencies (LEAs)	84.010	0021-22-5690	\$ -	\$ 3,339,715
		0147-22-4304 0147-22-4308 0147-22-4324 0147-22-4326 0147-22-4375 0147-22-4555 0147-22-4940 0147-22-5000 0147-22-5085 0147-22-5265		
Supporting Effective Instruction State Grants	84.367	0147-22-5690	-	618,460
English Language Acquisition State Grants	84.365	0293-22-4324	-	74,192
		0204-22-4555 0204-22-4940 0204-22-4375 0204-22-4325 0204-22-4304 0204-22-4308 0204-22-4326 0204-22-5000 0204-22-5085 0204-22-5265		
Student Support and Academic Enrichment Program	84.424	0204-22-5265	-	255,134
Special Education Cluster (IDEA) Special Education grants to States (IDEA, Part B) - Total Special Education Cluster (IDEA)	84.027	Not applicable	-	1,314,701

Achievement First Brooklyn Charter Schools

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

Federal grantor/pass-through grantor/program or cluster title	Federal CFDA number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
		5890-22-4555		
		5890-22-4940		
		5890-22-4375		
		5890-22-4325		
Education Stabilization Fund under		5890-22-4304		
the Coronavirus Aid, Relief, and		5890-22-4308		
Economic Security Act:		5890-22-4326		
COVID-19 - Elementary and		5890-22-5000		
Secondary School Emergency		5890-22-5085		
Relief Fund	84.425D	5890-22-5265	-	8,079,619
Passed through Achievement First, Inc.				
Charter Schools	84.282	Not applicable	-	1,018,657
Total U.S. Department of Education			-	14,700,478
U.S. Department of Agriculture				
Passed through New York State				
Education Department				
Child Nutrition Cluster				
National School Lunch				
Program (NSLP)	10.555	Not applicable	-	3,100,506
COVID-19 - National School Lunch				
Program (NSLP)	10.555	Not applicable	-	269,707
Total Child Nutrition Cluster			-	3,370,213
Total Expenditures of Federal Awards			\$ -	\$ 18,070,691

Achievement First Brooklyn Charter Schools

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

Note 1 - Basis of presentation

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

Note 2 - Summary of significant accounting policies

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

Note 3 - Indirect cost rate

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

Achievement First Brooklyn Charter Schools

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

I. Summary of Auditor's Results

Financial Statements:

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

Unmodified opinion

Internal control over financial reporting:

Material weakness(es) identified?

 yes X no

Significant deficiency(ies) identified?

 yes X none reported

Noncompliance material to financial statements noted?

 yes X no

Federal Awards:

Internal control over major federal programs:

Material weakness(es) identified?

 yes X no

Significant deficiency(ies) identified?

 X yes none reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?

 X yes no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I Grants to Local Educational Agencies (LEAs)
84.282	Charter Schools
84.425D	Education Stabilization Fund under the Coronavirus Aid, Relief, and Economic Security Act: COVID-19 - Elementary and Secondary School Emergency Relief Fund

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

 X yes no

Achievement First Brooklyn Charter Schools

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

II. Findings - Financial Statement Audit

None

III. Findings and Questioned Costs - Major Federal Award Programs Audit

Finding No. 2022-001 – Title I Grants to Local Educational Agencies (LEAs) – CFDA #84.010

Criteria

The School must report graduation data. To remove a student from the data, the School must confirm, in writing, that the student transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased.

Condition

During the year ended June 30, 2022, the School had insufficient support for the removal of students from the school. Additionally, the School did not follow their approval process for withdrawals.

Questioned Costs

None

Context

The School did not have written documentation for the removal of six students out of a sample of 25 students. In addition, six of the remaining 19 withdrawal forms did not have two approvals in accordance with school policies.

Cause

Withdrawal forms with two signatures were not on file due to not being able to get a response from with a parent, an AF team member, or both.

Effect

As a result, the School's reported graduation data may not be accurate.

Identification as a Repeat Finding

No

Achievement First Brooklyn Charter Schools

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

Recommendation

The School should have written documentation for each student's removal from the school to ensure they are in compliance with the requirements for the grant. The School should also review their approval policies with staff and include a review process to ensure the policy is followed.

Reporting Views of Responsible Officials

We agree with the finding and will develop procedures to address the finding.



Independent Member of Nexia International

cohnreznick.com



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

Charter School Name:	Achievement First East New York Charter School	▼
Audit Period:	2021-22	▼
Prior Period:	2020-21	▼
Report Due Date:	Tuesday, November 1, 2022	▼
School Fiscal Contact Name:	Jennifer Rhoads	
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	CohnReznick LLP	
School Audit Contact Name:	Kimberly Nardone	
School Audit Contact Email:		
School Audit Contact Phone:		

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

<u>ASSETS</u>		2021-22	2020-21
<u>CURRENT ASSETS</u>			
Cash and cash equivalents		\$ -	\$ -
Grants and contracts receivable		-	-
Accounts receivables		-	-
Prepaid expenses		-	-
Contributions and other receivables		-	-
	TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		-	-
<u>OTHER ASSETS</u>		-	-
	TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses		\$ -	\$ -
Accrued payroll and benefits		-	-
Deferred Revenue		-	-
Current maturities of long-term debt		-	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		-	-
	TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
	TOTAL LONG-TERM LIABILITIES	-	-
	TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>			
Without Donor Restrictions		-	-
With Donor Restrictions		-	-
	TOTAL NET ASSETS	-	-
	TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero	-	-
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ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Statement of Activities

as of June 30, 2022

	2021-22			2020-21
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 18,946,552	\$ -	\$ 18,946,552	\$ 19,188,789
Students with disabilities	1,753,399	-	1,753,399	1,679,469
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	545,411	-	545,411	537,633
Federal - Other	1,056,173	-	1,056,173	228,714
Other	34,574	-	34,574	7,660
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	272,322	-	272,322	59,628
TOTAL REVENUE, GAINS AND OTHER SUPPORT	22,608,431	-	22,608,431	21,701,893
EXPENSES				
Program Services				
Regular Education	\$ 19,333,700	\$ -	\$ 19,333,700	\$ 15,481,088
Special Education	2,458,908	-	2,458,908	2,222,400
Other Programs	-	-	-	-
Total Program Services	21,792,608	-	21,792,608	17,703,488
Management and general	-	-	-	2,220,911
Fundraising	3,608	-	3,608	3,608
TOTAL OPERATING EXPENSES	21,796,216	-	21,796,216	19,928,007
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	812,215	-	812,215	1,773,886
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	266,665	-	266,665	139,947
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	266,665	-	266,665	139,947
CHANGE IN NET ASSETS	1,078,880	-	1,078,880	1,913,833
NET ASSETS BEGINNING OF YEAR	3,315,038	-	3,315,038	1,401,205
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 4,393,918	\$ -	\$ 4,393,918	\$ 3,315,038

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2022

	2021-22	2020-21
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2022

	No. of Positions	2021-22										2020-21				
		Regular				Program Services				Supporting Services						
		Education		Special Education		Other Education		Total		Fund-raising		General		Total		
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs																
Administrative Staff Personnel	37.00	-	-	-	-	-	-	-	11,860,594	-	1,760,370	1,760,370	1,760,370	1,760,370	1,618,341	
Instructional Personnel	121.00	10,431,392	1,429,202	-	-	-	-	-	11,860,594	-	-	-	-	11,860,594	11,597,163	
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Salaries and Staff	158.00	10,431,392	1,429,202	-	-	-	-	-	11,860,594	-	1,760,370	1,760,370	13,620,964	13,215,504		
Fringe Benefits & Payroll Taxes		1,676,362	229,678	-	-	-	-	-	1,906,040	-	282,898	282,898	2,188,938	2,173,118		
Retirement		150,493	20,619	-	-	-	-	-	171,112	-	25,397	25,397	196,509	203,704		
Management Company Fees		2,084,292	235,794	-	-	-	-	-	2,320,086	3,608	122,300	125,908	2,445,994	2,459,355		
Legal Service		-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounting / Audit Services		-	-	-	-	-	-	-	-	-	21,396	21,396	21,396	21,927		
Other Purchased / Professional / Consulting Services		697	150,881	-	-	-	-	-	151,578	-	9,028	9,028	160,606	161,138		
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	-	-	-		
Repairs & Maintenance		47,795	6,548	-	-	-	-	-	54,343	-	8,066	8,066	62,409	2,462		
Insurance		48,587	6,657	-	-	-	-	-	55,244	-	8,199	8,199	63,443	51,465		
Utilities		15,222	2,086	-	-	-	-	-	17,308	-	2,569	2,569	19,877	13,221		
Supplies / Materials		364,366	49,922	-	-	-	-	-	414,288	-	-	-	414,288	151,465		
Equipment / Furnishings		88,228	12,088	-	-	-	-	-	100,316	-	14,889	14,889	115,205	45,896		
Staff Development		73,748	10,104	-	-	-	-	-	83,852	-	7,575	7,575	91,427	48,983		
Marketing / Recruitment		34,892	4,781	-	-	-	-	-	39,673	-	-	-	39,673	5,345		
Technology		685,663	93,942	-	-	-	-	-	779,605	-	22,069	22,069	801,674	587,251		
Food Service		221,368	30,329	-	-	-	-	-	251,697	-	-	-	251,697	60,936		
Student Services		395,298	54,160	-	-	-	-	-	449,458	-	-	-	449,458	158,293		
Office Expense		440,263	60,320	-	-	-	-	-	500,583	-	131,880	131,880	632,463	291,495		
Depreciation		100,087	13,713	-	-	-	-	-	113,800	-	28,450	28,450	142,250	194,582		
OTHER		56,396	7,727	-	-	-	-	-	64,123	-	13,822	13,822	77,945	81,867		
Total Expenses		\$ 16,915,149	\$ 2,418,551	\$ -	\$ 19,333,700	\$ -	\$ 19,333,700	\$ 3,608	\$ 2,458,908	\$ 21,796,216	\$ 21,796,216	\$ 21,796,216	\$ 21,796,216	\$ 19,928,007		



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Achievement First East New York Charter School

SCHOOL

Name:	Achievement First East New York Charter School
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CONTACT INFORMATION

Contact Name:	Jessica Cohen
Contact Title:	Senior Accountant
Contact Email:	
Contact Phone:	

REPORT PERIOD

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

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2022-23

ENROLLMENT BY GRADES												
GRADES INITIAL BUDGETED ENROLLMENT TOTAL ENROLLMENT = 1132	K		1	2	3	4	5	6	7	8	9	10
	85		78	85	95	86	62	62	62	62	120	110

ENROLLMENT BY DISTRICT												
PRIOR YEAR ACTUAL	ANNUAL BUDGET											
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER											
	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
	Original	Revised		Original	Revised		Original	Revised		Original	Revised	
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	0	1	0	1	0	1	0	1	0	1	0
NUMBER OF STUDENTS ENROLLED:	1132	0	1132	0	1132	0	1132	0	1132	0	1132	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												

PRIOR YEAR 2021-22	ANNUAL BUDGET											
	ENROLLMENT BY QUARTER											
	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
	Original	Revised		Original	Revised		Original	Revised		Original	Revised	
Actual Enrollment	1132		1132		1132		1132		1132		1132	
DISTRICT NAME(S) NYC CHANCELLOR'S OFFICE (Select from drop-down list) →												
1 PRIMARY District												
2 SECONDARY District												

PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR
2021-22
Actual Enrollment

ANNUAL BUDGET ENROLLMENT BY QUARTER							
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 BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2022-23**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

ADMINISTRATIVE PERSONNEL FTE	*NOTE: Enter the number of FTE positions in the "blue" cells.	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												*NOTE: State the assumptions that are being made for personnel FTE levels.			
	PRIOR YEAR 2021-22 ACTUAL	ANNUAL BUDGETED FTE												ACTUAL QUARTERLY FTE			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Executive Management		4.0		4.0		4.0		4.0									
Instructional Management																	
Deans, Directors & Coordinators		18.0		18.0		18.0		18.0									
CFO / Director of Finance		2.0		2.0		2.0		2.0									
Operations / Business Manager		11.0		11.0		11.0		11.0									
Administrative Support		35.0	0.0	35.0	0.0	35.0	0.0	35.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	0.0																
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2021-22 ACTUAL	ANNUAL BUDGETED FTE												ACTUAL QUARTERLY FTE			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Teachers - Regular		104.0		104.0		104.0		104.0									
Teachers - SPED																	
Substitute Teachers		6.0		6.0		6.0		6.0									
Teaching Assistants																	
Specialty Teachers		0.0		0.0		0.0		0.0									
Aides		11.0		11.0		11.0		11.0									
Therapists & Counselors		6.0		6.0		6.0		6.0									
Other		127.0	0.0	127.0	0.0	127.0	0.0	127.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	0.0																
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2021-22 ACTUAL	ANNUAL BUDGETED FTE												ACTUAL QUARTERLY FTE			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Nurse																	
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	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	162.0	0.0	162.0	0.0	162.0	0.0	162.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

	ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL Budget / Operating Plan 2022-23										ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL Budget / Operating Plan 2022-23									
	1st Quarter - 7/1 - 9/30					2nd Quarter - 10/1 - 12/31					3rd Quarter - 1/1 - 3/31					4th Quarter - 4/1 - 6/30				
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget
Prior Year Actual																				
2021-22 Revenue Per Pupil																				
Total Revenue	-	6,319,417	-	-	6,319,417	-	-	6,319,417	-	-	6,319,417	-	-	6,319,417	-	-	6,319,417	-	24,877,668	24,877,668
Total Expenses	-	6,107,360	-	-	6,107,360	-	-	6,107,360	-	-	6,107,360	-	-	6,107,360	-	-	6,107,360	-	24,429,400	24,429,400
Net Income	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	448,268	448,268
Actual Student Enrollment	-	1,132	-	-	1,132	-	-	1,132	-	-	1,132	-	-	1,132	-	-	1,132	-	448,268	448,268
CASH FLOW ADJUSTMENTS																				
OPERATING ACTIVITIES (enter descriptions below)																				
Example - Add Back Depreciation																				
Total Operating Activities																				
INVESTMENT ACTIVITIES (enter descriptions below)																				
Example - Subtract Property and Equipment Expenditures																				
Other																				
Total Investment Activities																				
FINANCING ACTIVITIES (enter descriptions below)																				
Example - Add Expected Proceeds from a Loan or Line of Credit																				
Other																				
Total Financing Activities																				
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	-	112,057	-	448,268	448,268
Beginning Cash Balance	-	-	-	-	112,057	-	-	224,114	-	-	336,201	-	-	336,201	-	-	336,201	-	-	-
ENDING CASH BALANCE	-	112,057	-	-	224,114	-	-	336,201	-	-	448,258	-	-	448,258	-	-	448,258	-	448,268	448,268



Annual Report Requirement
for SUNY Authorized Charter Schools
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2022-23

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

SUNY Charter Schools Institute
2022-23 Budget Narrative

Education Corporation Name: Achievement First

Fiscal Contact:

Date: 6/23/2022

Name Jennifer Rhoads

Budget Period: 2022-2023

Email

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

The AF Brooklyn schools used the following strategies to ensure the FY23 budget is conservative: First, our school model at scale is efficient at the Elementary and Middle school grades, where the per pupil revenues received are greater than what is needed. Any revenues received over the need at these grades are used at the high schools and for schools growing a grade. AF has also budgeted a contingency amount from the operating budget surplus to be used for unforeseen circumstances.

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

These amounts are for all of our charters-

ESSER I- We have spent \$2,580,832 of the budget of \$2,996,004.40.

ESSER II- We have spent \$6,466,159.19 of the budget of \$11,443,397

2022-23 NY school budgets include \$18,327,006 of ESSER funds planned to be used on PPE, technology items, academic supports, and other necessary investments.

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

Using the ESSER funding, AF has provided several forms of professional development to help teachers and other staff members learn how to develop strategies to intervene with students who are struggling with reading comprehension, better understand the science of reading and how to address learning gaps, and addressing other deficiencies we have seen since the beginning of covid. These learning experiences will be able to carry forward in their teaching even after the ESSER funding period ends. In addition to professional development, AF is piloting elementary curriculum changes for Science (PhD Science that is aimed at addressing the science achievement gap) and Math (Contexts for Learning that addresses lower achievement) and will likely be used going forward in future years.