



Entry 1 School Information

Created: 07/05/2016

Last updated: 07/29/2016

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 authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

NEW YORK FRENCH-AMERICAN CS (NYC CHANCELLOR) 310300860963

b. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 3

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	311 West 120th Street New York, NY 10027	212-666-4134	212-933-4548	

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Marc Maurice
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Title	Principal
Emergency Phone Number (###-###-####)	██████████

e. SCHOOL WEB ADDRESS (URL)

www.nyfacs.net

f. DATE OF INITIAL CHARTER

07/2010

g. DATE FIRST OPENED FOR INSTRUCTION

07/2016

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The mission of the bilingual/biliterate New York French-American Charter School is to develop global citizens who are well-prepared to assume leadership in a multicultural society. Preparing students for the International Baccalaureate (IB) as well as the Regents High School Diploma, the school blends the rigorous standards of learning that are characteristic of the French educational system with American approaches that value individuality and critical thinking. Fortified by this unique education, graduates will be viable candidates for English- and French-based competitive universities throughout the world.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description)

Variable 1	This academic year, we must have clear evidence that we are using data to manage our delivery of instruction. To that end, we are currently assessing students in order to have a baseline data to Complete the State Assessments. We have simplified the lesson planning format and introduced various
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	<p>processes that will help teachers to individualize instruction. We will continue to adopt Engage New York as our Curriculum guide. Unit one in both Language Arts and Mathematics, will display subsets of objectives that will be covered during the First Marking Period. We are expected to administer weekly assessments in order to ascertain that our goal to educate students is achieved. If not, we must re-teach that small cluster by using the centers and the pedagogical techniques prescribed.</p> <p>During my visit to your classes, the following must be evident and accessible:</p> <ul style="list-style-type: none"> • Assessment Data • Instructional Focus • Assessments for Continuous Learning
Variable 2	<p>Teachers will have to be flexible in the language being utilized to transfer knowledge. They must also create a climate that is conducive to learning. The classrooms are now arranged for individualized instruction. Teachers can work with a small cluster of students, and avoid whole group instruction, being cognizant of the academic deficiencies; teachers will find ways to address the affective needs of students. Students should get age-appropriate attention and recognition for their contributions to the classroom and the school community.</p>
Variable 3	<p>Peer Coaching/ Curriculum Coordination- As part of the process, there will be continuous monitoring by the Principal and Learning Coaches because one of the root causes of instructional failures is the lack of implementation of proposed plans. Whenever there is less than 80% mastery of a specific objective, teachers will reteach while addressing the students' learning style and disposition. We will use every opportunity to expose students to the prescribed objectives.</p>
Variable 4	<p>Parental Involvement- In all successful schools parents play an important role in the educational process of their children. Therefore, teachers will, frequently communicate with parents by email or by providing Realtime data. The academic foci must be shared with parents. Parents are already aware that the After School Program is designed to promote a daily continuation of instruction. The after school teachers will consult with the teachers of each participant so that homework assistance and/ or enrichment will target the objectives that may have been covered in class. This modus operandi will be utilized throughout the school year.</p>
Variable 5	<p>Educating Students with a Global Perspective- Our current master schedule is a testament that</p>

	<p>NYFACS remains true to the Mission of the school. The Mission of NYFACS is to develop global citizens who are well poised to take thoughtful leadership in a multicultural society. Eighty percent of instruction is done in French in Kindergarten through the second grade, and fifty percent of instruction is done in French in Kindergarten through the second grade, and fifty percent of instruction is done in French in grades three, four and five. We have certified teachers that are dedicated to improving the quality of services that are being provided to our students. Our students will be taught to use critical thinking skills and resources from other cultures and countries.</p>
Variable 6	<p>Staff Development- We will have Staff Development sessions directly related to our academic objectives. We will continue to work on Differentiation of Instruction and the use of various Engage NY pedagogical techniques to promote better engagement and mastery of specific skills.</p>
Variable 7	<p>Character Building - Teaching students the foundations of Respect and Responsibility for themselves and others in the Learning Community. We will be holding Anti Bullying assemblies and addressing the key points that will promote a safe learning environment for all.</p>
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2016

247

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

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I1. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	311 West 120th Street New York, NY 10027	212-666-4134	CSD 3	K-5	Yes	Rent/Lease
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Marc Maurice	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Mamadou Ba	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Marc Maurice	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Nancy Sako	[REDACTED]	[REDACTED]	[REDACTED]

m1. Is the school or are the school sites co-located?

No

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Recent new legislation allows charter schools to add an enrollment preference for children of employees provided that the enrollment for the preference does not exceed 15 percent of the charter school's total enrollment. Our charter school requested a non-material charter revision to provide for the addition of this preference to the school's charter. We believe that giving the children of employees a preference will reinforce staff loyalty and will act as a strong endorsement of the school both	July 08, 2016	N/A

internally and externally.

2

3

4

5

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

Marc Maurice (Principal)

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

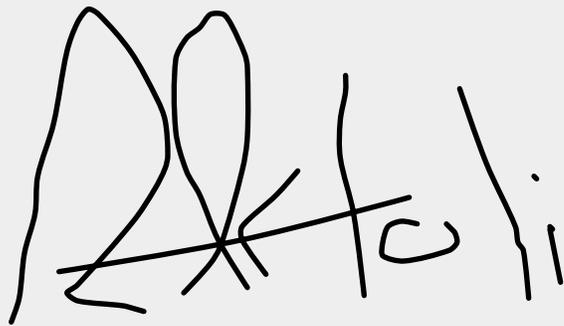
Responses Selected:

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be 'R. K. H. L.' or similar, with a horizontal line crossing through the middle of the letters.

Date

2016/07/28

Thank you.



Entry 2 Link

Created: 07/05/2016

Last updated: 07/27/2016

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1. NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/reportcard.php?instid=800000067011&year=2015&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&lep=1&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



Entry 3 Progress

Created: 07/28/2016

Last updated: 08/01/2016

Page 1

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year, 75% percent of all 3rd -5th graders will perform at or above Level 3 on the New York State ELA examination	3rd-5th Grades NYS ELA Test Results	Not Met	Saturday Academy After School Tutoring Small Guided Instructional Groups Differentiated Instruction
Academic Goal 2	Each year, 75 percent of 3rd-5th graders will perform at or above Level 3 on the New York State Mathematics examination.	3rd-5th Grades NYS Math Test Results	Not Met	Saturday Academy After School Tutoring Small Guided Instructional Groups Differentiated Instruction
	Each year, 75 percent of 4th			Saturday Academy After School

Academic Goal 3	graders will perform at or above Level 3 on the New York State Science examination.	4th Grade NYS Science Exam	Not Met	Tutoring Small Guided Instructional Groups Differentiated Instruction
Academic Goal 4	Every year, all students in Kindergarten, grade 1 and grade 2 will take NYFACS teacher-designed tests aligned to NYS standards in English Language Arts and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Not Met	Saturday Academy After School Tutoring Small Guided Instructional Groups Differentiated Instruction
Academic Goal 5	Every year, all students in Kindergarten, grade 1 and grade 2 will take NYFACS teacher-designed tests aligned to NYS standard in Math and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Not Met	Saturday Academy After School Tutoring Small Guided Instructional Groups Differentiated Instruction
Academic Goal 6	Every year all students in Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Social Studies and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Met	
	Every year all students in Kindergarten, grade 1 and			

Academic Goal 7	grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Science and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Met	
Academic Goal 8	Every year all students in Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed test in French Language Arts and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Partially-Met	Saturday Academy After School Tutoring Small Guided Instructional Groups Differentiated Instruction

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

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4. ORGANIZATIONAL GOALS

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
	Each year, the school will have a daily student attendance rate of			

Org Goal 1	at least 95 percent, in accordance with the NYCDOE guidelines.	ATS Attendance Records	Met	
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	ATS Records	Met	
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.		Met	
Org Goal 4	Enrollment Stability: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained and monitored bi-monthly.		Met	
	Parent Satisfaction: Each year, parents will express satisfaction with the school's			

Org Goal 5	program, based on a Survey in which at least 80% of all parents express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.	DOE Survey Results	This goal has been met with a 90% parent satisfaction.	
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5. Do you have more organizational goals to add?

Yes

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Parent Satisfaction: Each year, parents will express satisfaction with the school's program, based on a Survey in which at least 80% of all parents express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.		This goal has been met with a 77%	
Org Goal 7	Staff Satisfaction and Retention: Each year, at least 80% of the teachers will express satisfaction with the school leadership and professional	DOE Survey	Not Met 77% Positive Response	

	development opportunities as determined by the NYCDOE Learning Environment Survey.			
Org Goal 8	Student Satisfaction: Each year at least 80% of the students will express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.		N/A No student surveys were required	
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2015-16 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 07/05/2016

Last updated: 07/29/2016

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Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	4193468
Line 2: Year End FTE student enrollment	249
Line 3: Divide Line 1 by Line 2	16841

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	445182
Line 2: Management and General Cost (Column)	366105
Line 3: Sum of Line 1 and Line 2	811287
Line 5: Divide Line 3 by the Year End FTE student enrollment	3257

Thank you.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please 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.

New York French American Charter School

PROJECTED BUDGET FOR 2016-2017

PROJECTED BUDGET FOR 2016-2017							Assumptions	
July 1, 2016 to June 30, 2017							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable	
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.								
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Total Revenue	3,436,497	657,955	-	76,112	365,319	4,535,883		
Total Expenses	3,287,572	657,955	-	76,112	365,319	4,386,958		
Net Income	148,925	(0)	-	0	0	148,925		
Actual Student Enrollment	262	18				-		
Total Paid Student Enrollment	280	18				298		
	PROGRAM SERVICES			SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	CY Per Pupil Rate							
District of Location	\$14,027.00	3,218,312	295,971	-	59,797	353,480	3,927,560	90% Program, 9% MGT, 1% Fundraising
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		3,218,312	295,971		59,797	353,480	3,927,560	
Special Education Revenue		-	316,905	-	-	-	316,905	Direct Allocation
Grants								
Stimulus		85,000	5,000	-	1,000	9,000	100,000	SSF Grant: 90% Program, 9% MGT, 1% Fundraising
Other		20,474	1,780	-	-	-	22,254	NYSTLY: Pupil Allocation, See Allocation Tab
Other State Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,323,786	619,656		60,797	362,480	4,366,719	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	27,407	-	-	-	27,407	Direct Allocation
Title I		73,668	6,406	-	-	-	80,074	Pupil Allocation, See Allocation Tab
Title Funding - Other		8,407	731	-	-	-	9,138	Pupil Allocation, See Allocation Tab
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		82,075	34,544				116,619	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		5,400	600	-	15,000	-	21,000	See Allocation Tab
Erate Reimbursement		25,236	3,155	-	315	2,839	31,545	90% Program, 9% MGT, 1% Fundraising
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
Other Local Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		30,636	3,755		15,315	2,839	52,545	
TOTAL REVENUE		3,436,497	657,955		76,112	365,319	4,535,883	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							List exact titles and staff FTE's (Full time equivalent)
Executive Management		-	-	-	-	-	-	
Instructional Management	2.00	117,811	58,905	-	2,356	56,549	235,621	Principal & Vice Principal (FTE 1.00); 75% Program, 24% MGT, 1% Fundraising
Deans, Directors & Coordinators	1.00	50,812	6,352	-	-	6,352	63,515	Dean of Students (FTE 1.00); 90% Program, 10% MGT
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	7,650	-	-	-	68,850	76,500	Business Manager (FTE 1.00); 90% MGT, 10% Program
Administrative Staff	5.00	135,099	7,947	-	60,000	15,894	218,940	(FTE 1.00); 90% Program, 10% MGT
TOTAL ADMINISTRATIVE STAFF	9	311,372	73,204		62,356	147,645	594,576	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	15.00	931,655	81,014	-	-	-	1,012,669	15 Primary Teachers (FTE 1.00); Pupil Allocation, See Allocation Tab
Teachers - SPED	3.00	-	210,268	-	-	-	210,268	3 Sped Teachers (FTE 1.00); Direct Allocation
Substitute Teachers		18,400	1,600	-	-	-	20,000	Pupil Allocation, See Allocation Tab
Teaching Assistants	2.00	71,721	6,237	-	-	-	77,958	2 Teacher Assistants (FTE 1.00); Pupil Allocation, See Allocation Tab

New York French American Charter School

PROJECTED BUDGET FOR 2016-2017

PROJECTED BUDGET FOR 2016-2017							Assumptions
July 1, 2016 to June 30, 2017							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,436,497	657,955	-	76,112	365,319	4,535,883	
Total Expenses	3,287,572	657,955	-	76,112	365,319	4,386,958	
Net Income	148,925	(0)	-	0	0	148,925	
Actual Student Enrollment	262	18				-	
Total Paid Student Enrollment	280	18				298	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	4.00	203,636	17,707	-	-	221,343	ESL, ART, PE (FTE 1.00), FLE (FTE .5); Pupil Allocation, See Allocation Tab
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	69,532	6,046	-	-	75,578	See Allocation Tab
TOTAL INSTRUCTIONAL	24	1,294,944	322,872			1,617,816	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	33	1,606,316	396,076	62,356	147,645	2,212,392	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	125,244	32,157	-	34	11,814	169,248 Payroll Allocation, See Allocation Tab
Fringe / Employee Benefits	-	291,226	74,774	-	79	27,470	393,549 Payroll Allocation, See Allocation Tab
Retirement / Pension	-	37,000	9,500	-	10	3,490	50,000 Payroll Allocation, See Allocation Tab
TOTAL PAYROLL TAXES AND BENEFITS		453,470	116,431	123	42,773	612,797	
TOTAL PERSONNEL SERVICE COSTS		2,059,785	512,507	62,479	190,418	2,825,189	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	45,000	45,000	Direct Allocation
Legal	-	-	-	-	20,000	20,000	Direct Allocation
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	8,880	2,280	-	2	838	12,000	Payroll Allocation, See Allocation Tab
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	120,244	10,456	-	-	21,893	152,593	Charter Renewal Consultant: Direct MGT Allocation
TOTAL CONTRACTED SERVICES		129,124	12,736	2	87,731	229,593	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	27,600	2,000	-	-	-	29,600	Pupil Allocation, See Allocation Tab
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	52,674	4,580	-	-	-	57,254	Pupil Allocation, See Allocation Tab
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	8,188	712	-	-	-	8,900	Pupil Allocation, See Allocation Tab
Telephone	4,200	1,078	-	1	396	5,675	Payroll Allocation, See Allocation Tab
Technology	51,246	13,158	-	14	4,834	69,252	Payroll Allocation, See Allocation Tab
Student Testing & Assessment	-	-	-	-	-	-	
Field Trips	4,600	400	-	-	-	5,000	Pupil Allocation, See Allocation Tab
Transportation (student)	-	-	-	-	-	-	
Student Services - other	9,200	800	-	-	-	10,000	Pupil Allocation, See Allocation Tab
Office Expense	2,925	325	-	3,250	26,000	32,500	10% Program, 80% MGT, 10% Fundraising
Staff Development	18,400	1,600	-	-	12,500	32,500	(Direct Allocation)
Staff Recruitment	7,400	1,900	-	2	698	10,000	Payroll Allocation, See Allocation Tab
Student Recruitment / Marketing	4,600	400	-	-	-	5,000	Pupil Allocation, See Allocation Tab
School Meals / Lunch	4,600	400	-	-	-	5,000	Pupil Allocation, See Allocation Tab
Travel (Staff)	-	-	-	-	2,000	2,000	Payroll Allocation, See Allocation Tab
Fundraising	-	-	-	10,000	-	10,000	Direct Allocation

New York French American Charter School

PROJECTED BUDGET FOR 2016-2017

PROJECTED BUDGET FOR 2016-2017							Assumptions
July 1, 2016 to June 30, 2017							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,436,497	657,955	-	76,112	365,319	4,535,883	
Total Expenses	3,287,572	657,955	-	76,112	365,319	4,386,958	
Net Income	148,925	(0)	-	0	0	148,925	
Actual Student Enrollment	262	18				-	
Total Paid Student Enrollment	280	18				298	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	-	-	-	-	6,500	6,500	Staff Meals, Bank Service Fees: Direct Allocation
TOTAL SCHOOL OPERATIONS	195,633	27,353		13,267	52,928	289,181	
FACILITY OPERATION & MAINTENANCE							
Insurance	29,600	7,600	-	8	2,792	40,000	Payroll Allocation, See Allocation Tab
Janitorial	73,260	18,810	-	20	6,910	99,000	
Building and Land Rent / Lease	534,807	22,518	-	-	5,630	562,955	99% Program, 1% MGT
Repairs & Maintenance	52,991	2,231	-	279	279	55,780	99% Program, .5% MGT, .5% Fundraising
Equipment / Furniture			-			-	
Security	33,300	8,550	-	9	3,141	45,000	Payroll Allocation, See Allocation Tab
Utilities	72,319	18,240	-	19	5,422	96,000	Payroll Allocation, See Allocation Tab
TOTAL FACILITY OPERATION & MAINTENANCE	796,277	77,949		335	24,173	898,735	
DEPRECIATION & AMORTIZATION	106,752	27,409		29	10,069	144,260	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-		-	-	-	
TOTAL EXPENSES	3,287,572	657,955		76,112	365,319	4,386,958	
NET INCOME	148,925	(0)		0	0	148,925	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	262	18	280				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	262	18	280				
REVENUE PER PUPIL	13,116	36,553	-				
EXPENSES PER PUPIL	12,548	36,553	-				

Pupil

262

18

		Program Regular Ed	Program SPED	Fundraisin	Managemen
Allocations:					
Pupil Allocation		92.00%	8.00%		
Payroll Allocation		74.00%	19.00%	0.02%	6.98%
Indirect Allocation					

ent

**Preliminary Disclosure of Financial Interest by a New York Charter School
Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

Please Note: If approved by Charter Schools Accountability & Support, the below Board member will be required to complete the NYSED Disclosure of Financial Interest online portal.

1. **Trustee Name (print): Richard Ortoli**
2. **Charter School Name: New York French American Charter School**
3. **Charter Authorizer Entity: New York City Department of Education**
4. **Home Address*: 380 Lenox Avenue, Apt. 12D, New York, NY 10027**
5. **Business Address*: 501 Madison Avenue, 14th Floor, New York, NY 10022**
6. **Daytime Phone*: (212) 588-0022**
7. **E-Mail Address*: rortoli@sovrlaw.com**
8. **List all positions held on board (e.g., chair, treasurer, parent representative): Chair**
9. **Is the trustee an employee of the school? ___Yes X No**

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

Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___Yes X No

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

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

Date(s)	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 yourself
NONE			

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

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE				



 Signature

12/14/2013

 Date

**Preliminary Disclosure of Financial Interest by a New York Charter School
Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

Please Note: If approved by Charter Schools Accountability & Support, the below Board member will be required to complete the NYSED Disclosure of Financial Interest online portal.

1. Trustee Name () _____
2. Charter School Name _____
3. Charter Authority _____
4. Home Address* _____
5. Business Address _____
6. Daytime Phone* _____
7. E-Mail Address* _____
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ___Yes ___x___No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___Yes ___x___No

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

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

Date(s)	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 yourself
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE.</i>

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

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	

Diane Rosen
Signature

December 15, 2013
Date

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name: **Daniel Vos**

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York French American Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

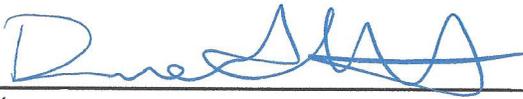
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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 yourself

Oct. 2016-Present	Wife is employed as Development Coordinator at School	I have recused myself from all discussions regarding her employment.	Chantal Chanel Vos, Wife
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
None.				


 Signature _____ Date 7/29/14

Please note that 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. Personal contact information provided below will be redacted.

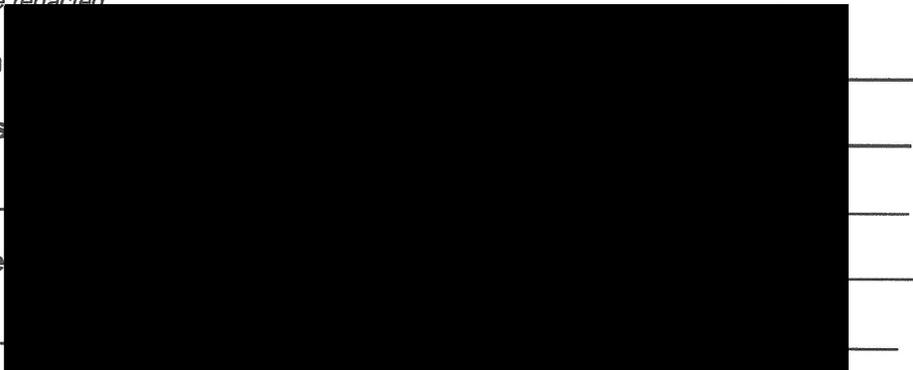
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____





Entry 9 BOT Table

Created: 07/05/2016

Last updated: 07/28/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Richard Ortoli	[REDACTED]	Chair/Board President		Yes	Lawyer	06/12/2012
2	Mason Mallory	[REDACTED]	Treasurer		Yes	Finance	08/07/2013
3	Daniel Vos	[REDACTED]	Trustee/Member		Yes	Finance and Facilities	06/10/2014
4	Carine Pena	[REDACTED]	Trustee/Member		Yes	Governance	12/18/2012
5	Rebecca Engle	[REDACTED]	Trustee/Member		Yes	Development	06/10/2014
6	Dionne Beckford	[REDACTED]	Secretary		Yes	Education & Accountability	06/10/2014
7	Diane Rosen	[REDACTED]	Trustee/Member		Yes	Lawyer	02/12/2013
8	Etienne Paris	[REDACTED]	Trustee/Member		Yes	Real Estate	10/2015
9	Tom Bretz	[REDACTED]	Parent Representative		No	PTO President	06/02/2015

10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

9

3. Total Number of Members Joining the Board 2015-16 School Year

2

4. Total Number of Members Departing the Board during the 2015-16 School Year

2

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

8

6. Number of Board Meetings Conducted in the 2015-16 School Year

13

7. Number of Board Meetings Scheduled for the 2016-17 School Year

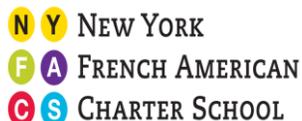
12

Thank you.

Board and Committee Meeting Minutes for 2015-2016
New York French American Charter School

<http://www.nyfacs.net/minutes-1/>

New York French American Charter School



311 West 120th Street
New York, NY 10027
212-666-4134
212-933-4548

Marc Maurice, Principal
Mamadou Ba, Parent Liaison

NYFACS has shown due diligence in attracting students with Special needs and English Language Learners. Our Automated Lottery System does random selection of parents that have an interest in enrolling their children in our school. During our initial enrollment meeting for prospective families, we stress that our school is open to all students regardless of their disability. We place emphasis on our teaching model, Differentiation of Instruction, which mirrors the special education model. Our academic program is strong, and has proven to be effective for our special needs population. We also provide a Block Scheduling Model and an After School Program that allows us to maximize learning time as we individualize instruction. Presently, 12% of our students are receiving special needs services. We intend on increasing our recruitment efforts by posting on our recruitment materials and on our website that we welcome students with special needs. We have established a good relationship with our local CSE so that the agency can help us locate students with disabilities who are interested in our Language Immersion Program.

Our efforts to recruit ELL students have not fallen short. 23% of our students are ELL (English Language Learners) students. Most of these students speak French, Creole, Spanish, Russian, and various African Languages at home. We translate all correspondence in French to accommodate our diverse population. We also have a multilingual Parent Liaison who attends to the needs of all students and parents. We plan to offer free ESL and French classes for parents. We will certainly continue to promote and increase services to both populations, but our Lottery System does not allow us to select students. We operate on a first come, first serve basis. It is imperative that we adhere to the current waiting list.

We provide lottery preferences for families of ELL and Special needs Students that are eligible for free or reduced priced lunch. Currently, 72% of our students are receiving free or reduced priced meals. We are remodeling our kitchen so we can serve organic meals at the same cost of traditional school meals. Our Parent Liaison and our Development Team will continue to improve our recruitment of ELL and Special Needs Students.



Entry 12 Teacher and Administrator Attrition

Created: 07/05/2016

Last updated: 07/28/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	22.5	7	6	2.5	24

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	6	1.5	.5	1	6

Thank you



Entry 13 Uncertified Teachers

Last updated: 07/29/2016

Page 1

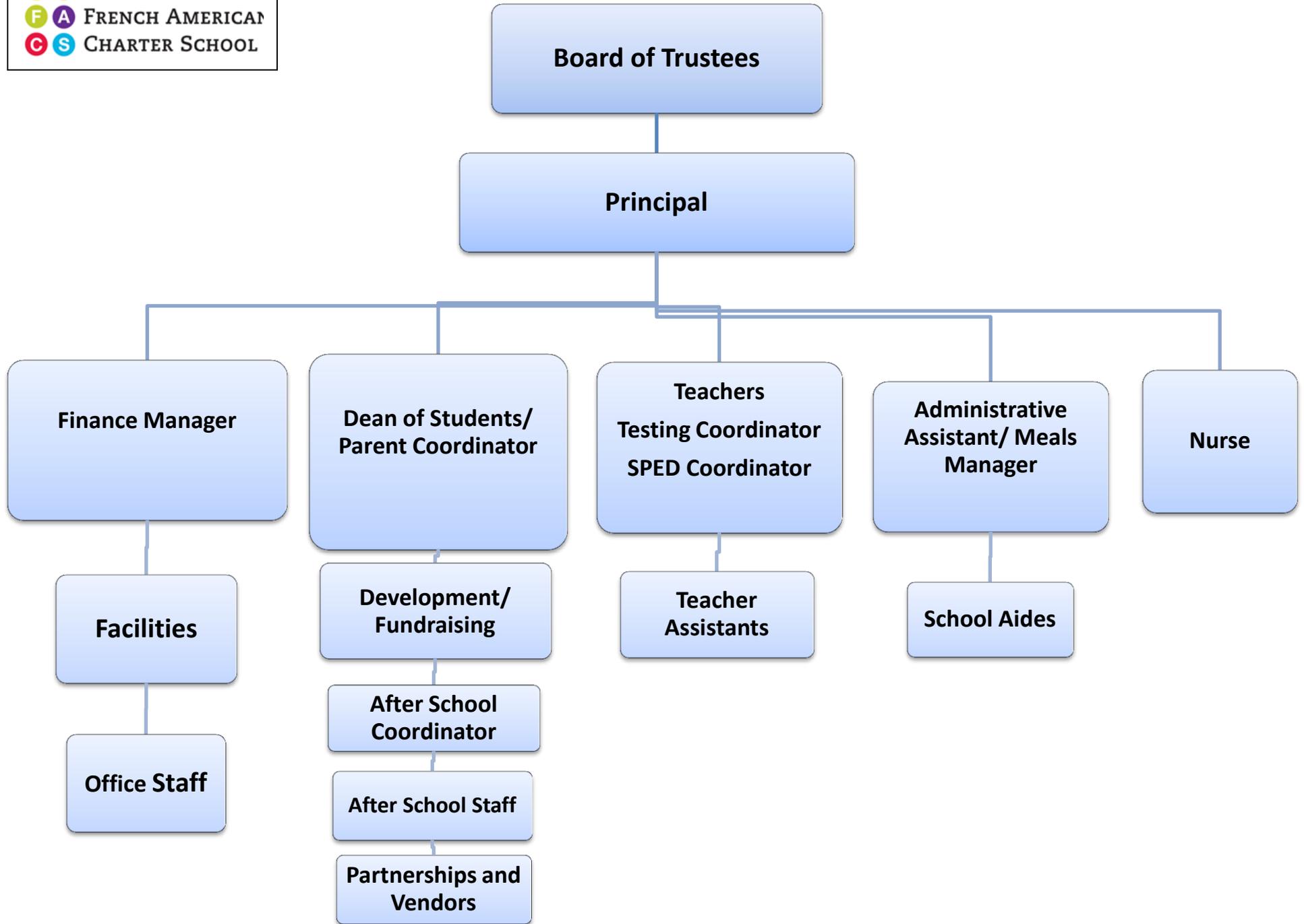
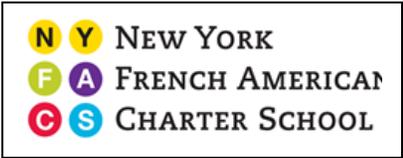
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.

Staff Qualifications (June 30, 2016)

Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-16)	7
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	6
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	1

Thank you.



	S	M	T	W	T	F	S
Aug	28	29	30	31	1	2	3
Sep 2016 (16)	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
Oct 2016 (17)	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
Nov 2016 (18)	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	1	2	3
Dec 2016 (17)	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Jan 2017 (20)	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
Feb 2017 (15)	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	1	2	3	4
Mar 2017 (23)	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
Apr 2017 (15)	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
May 2017 (22)	30	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Jun 2017 (15)	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

September	
5	Labor Day
6	Staff Development Day
7	Staff Development Day
8	First Day for Students
12	Eid-al-Adha
15	Curriculum Night 6:30 - 8:30
October	
3-4	Rosh Hashanah
10	Columbus Day
11	Professional Development
12	Yom Kippur
25	Professional Development
28	End of Marking Period #1
November	
2	½ Day of School – Parent Teacher Conference
8	Chancellor’s Day/Election Day – Staff Development Day
11	Veterans Day
24-25	Thanksgiving Recess
December	
6	Professional Development
20-	Professional Development
26	Jan 2 nd – Winter Recess
January	
10	Professional Development
16	Martin Luther King Jr. Day
24	Professional Development
February	
7	Professional Development
20	Presidents’ Day
20-24	Mid Winter Recess
28	Professional Development
March	
3	End of Marking Period (Retention List Are Due Today)
8	½ Day of School – Parent Teacher Conference
14	Professional Development
28-30	New York State ELA Exams
April	
3	NYS ELA Make up day
4	Professional Development
5	NYS ELA Make up day
10-14	Spring Recess (return on the 17 th)
25	Professional Development
May	
2-4	New York State Math Exams
8	NYS Math Make up day
10	NYS Math Make up day
16	Professional Development
29	Memorial Day
30	Professional Development
June	
1	All assessments are due today
8	Chancellor’s Day – Staff Development Day
12	Clerical Day
16	End of Marking Period / Professional Development
23	½ Day of School – Last Day Of School

Sep. – Jan. = 88	■ School Closed (29 days)
Feb. – Jun. 90	■ Half Day (3 days)
Instructional Days (178 days)	■ End of the Marking Period