



# Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/29/2019 • Last updated: 08/02/2019

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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 cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

**a. SCHOOL NAME** BROOKLYN LABORATORY CHARTER SCHOOL

(Select name from the drop down menu)

**a1. Popular School Name (Optional)** (No response)

**b. CHARTER AUTHORIZER (As of June 30th, 2019)** Regents Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

**c. DISTRICT / CSD OF LOCATION** NYC CSD 13

**d. DATE OF INITIAL CHARTER** 12/2013

**e. DATE FIRST OPENED FOR INSTRUCTION** 09/2014

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

MISSION STATEMENT

Brooklyn Laboratory Charter School (LAB) prepares students with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Rigorous, college preparatory curriculum: LAB will offer a college preparatory liberal arts and STEM program of study in mathematics, English language arts (ELA), science, and social studies that fosters in students the desire and capacity to learn independently, think critically, and communicate proficiently so they are fully prepared to succeed in postsecondary studies. LAB’s curriculum privileges the CCLS3, the Next Generation Science Standards, and the Skills students must master in order to succeed in college and beyond.
Variable 2	Effective instruction: Teachers are the key to our scholars’ growth and achievement. Research shows effective instruction is the most cost effective investment schools can make. We invest in recruiting, training, retaining, and Supporting master teachers who can transform our students’ lives, and who infuse joy and rigor into every lesson. LAB’s curriculum, instructional approach, and professional development (PD) serve and enhance teacher contribution to learning.
Variable 3	Focus on college level reading and writing: Literacy is the cornerstone academic skill upon which all future skill and Knowledge acquisition rests. We provide 195 minutes of literacy focused instruction in a typical day to ensure that students can read with comprehension and insight and analyze and effectively respond to texts across disciplines. Our approach is grounded in scientifically based research and grows from the NYS P 12 CCLS, which focus on building knowledge through content rich nonfiction, reading and writing grounded in textual evidence, and regular practice with complex text and academic language. LAB embraces

	responsibility for literacy in the classroom, prioritizes quality literature and informational texts, emphasizes text dependent questions and tasks, and privileges writing and research that analyze sources and evidence.
Variable 4	<p>Extending learning time: LAB leverages blended instruction to focus human capital and extend the school day, week, and year. LAB will operate sustainably on the public dollar and extending learning time is an effective way for us to deliver exceptional learning without exceptional costs. School days run from 8:00am 5:15pm. Students attend classes at least 195 days each year, and LAB will offer additional Summer and Saturday Academies. Between 6th and 12th grades, this adds up to over half a decade of additional learning. LAB makes extended days feasible using high dosage tutoring and blended instruction: students will spend two hours each day with STEM AmeriCorps tutors in the LAB Corps and at least an hour each day in enrichment courses in the 360Lab, which blend small group or 1:1 work with technology delivered adaptive learning instruction. 360Lab instructional time is overseen by teachers and supported by LAB Corps tutors.</p>
Variable 5	<p>Entrepreneurial learning: LAB’s goal is to cultivate entrepreneurial learners. Schools today must prepare students to succeed in jobs and industries we can hardly imagine: the exponential rate of digital innovation is rapidly reordering the contours of both knowledge and work. In his book, Too Big to Know, Harvard’s David Weinberg argues that we are moving from a world where knowledge meant facts from books and experts to a world of ubiquitous free information. In this era, John Seely Brown argues that “good questions are more important than answers.” Thus, students must learn to craft meaningful questions and assess the quality, sufficiency, and relevance of claims and evidence. LAB will offer experiences that foster interest driven learning and instill in students a sense of awe and curiosity in the face of challenges. Working with designers and entrepreneurs, LAB gives scholars opportunities to explore new challenges and learn from others.</p>
Variable 6	<p>Building productive, engaged, and active citizens: At LAB, we believe that great education produces productive, engaged, and active citizens who contribute to the community in positive ways. LAB students will have service learning opportunities as part of the curriculum to instill and reflect our core values of volunteerism, service, and respect for the community.</p>
Variable 7	<p>High expectations school culture: Our culture and mission reject the idea that students’ circumstances limit their potential. Our school culture sets uncompromising standards for timely arrival, homework completion, behavior, and participation, and is founded on an unrelenting insistence</p>

that every student, given proper support, is capable of college success. We set high expectations and establish structure to guide classroom behavior and professional norms, and we expect all of our students to work hard, behave well, and succeed. We will do whatever it takes to make sure all of our students are prepared for academically rigorous colleges. We will create a joyful and engaging learning environment in which achievement is continuously celebrated. School culture is reinforced by earned enrichment opportunities and incentives. School leaders and faculty have intensive training in high expectations culture and expectations, and how to foster a joyous yet structured learning environment that respects and nurtures students.

Variable 8

Data driven instruction: LAB commits to continuous, data driven improvement in each classroom and for each student. At LAB, assessment exists to serve, inform, and enhance teaching and learning processes and outcomes. LAB teachers are united by a relentless improvement ethic and employ varied, real time diagnostic data to inform their practice. All teachers and tutors are provided regular time for data review in order to improve instruction at the 360Lab, classroom, and whole school level. Evidence centered instruction allows LAB to meet students' needs by giving teachers and tutors the tools they need to help students learn best. LAB uses the highest quality formative and interim assessment tools to provide a dynamic, validated picture of student growth and skills gaps. Formative assessments are "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning." Amplifying the daily "Exit Ticket" mini assessment, LAB's learning management systems will provide students, teachers, tutors, and parents with actionable feedback about students' persistence and skills mastery.

Variable 9

Next generation learning and assessment: Informed by data and real time diagnostic assessments, master teachers use the 360Lab to interact with students in small group tutoring scenarios while using digital resources. LAB will use adaptive courseware to deliver progressive digital challenges, continuously tailoring modules to fit students' needs. Our digital courseware tools integrate into a recommendation engine that searches online depositories of high quality multimedia and networks of educators to guide teachers and students toward discrete, quality, CCLS aligned open educational resources (OER) matched to students' learning needs and skill levels. Students use both the LAB game based adaptive learning courseware and a variety of OER to work at their own pace. As students complete activities, embedded assessments track progress and give real time feedback and badges to motivate students and give them a sense of ownership. Next generation assessments enable LAB to meet the needs of diverse learners, including ELLs,

	Special education students, and students behind grade level. To meet individual needs, teachers use the results of frequent embedded formative assessments to personalize instruction (e.g., targeting small group instruction to similarly situated students). 360Lab will provide extra practice or intensive intervention for some, while for others it will offer an opportunity to move ahead at their own pace.
Variable 10	Family partnership: At LAB, our students' families are critical to their success and ours and that success can be achieved by developing positive and communicative relationships. All of our families will receive regular communication, both digitally and offline, about their students' academic and behavioral progress using data from formative and Summative assessments as benchmarks for discussion. A Parent and Family Association composed of parents/guardians will also serve as a liaison to school leadership. We will ask teachers and tutors to call or visit each student's home at the start of the year and to devote three to five hours per week to family calls. LAB will be open to all students on the basis of available space, with a preference given to residents of CSD 13.

**Need additional space for variables**

No

**h. SCHOOL WEB ADDRESS (URL)** [brooklynlaboratoryschool.org](http://brooklynlaboratoryschool.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)** 765

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)** 633

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)**

Check all that apply

Grades Served	6, 7, 8, 9, 10
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**I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** No

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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**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	77 Sands St, Brooklyn, NY, 11201	(347) 473 8340	NYC CSD 13	6 11	6 11

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Eric Tucker			
Operational Leader	Eric Tucker			
Compliance Contact	Eric Tucker			
Complaint Contact	Eric Tucker			
DASA Coordinator	Laura Kaplan			
Phone Contact for After Hours Emergencies	Eric Tucker			

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

Private Space

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

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

**Site 1 Certificate of Occupancy (COO)**

<https://nysed.cso.reports.fluidreview.com/resp/110165532/yFPTXS6fVv/>

**Site 1 Fire Inspection Report**

<https://nysed.cso.reports.fluidreview.com/resp/110165532/nBjtmqxAKU/>

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2018-19 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 Maximum Approved Enrollment	Non material revision to enable BLCS to recover and restore the 77 Sands facility in the wake of the February 3, 2019 water damage sustained at that facility by temporarily and on an interim basis reducing LAB’s enrollment table across grades six (6) through eleven (11) for the 2019 2020 school year.	06/03/2019	07/22/2019
2	Change in Grade Level Configuration	Material revision to expand to grades 11 and 12 to become a 6 12 school.	07/24/2018	07/31/2018
3				
4				
5				

**More revisions to add?** No

**ATTESTATION**

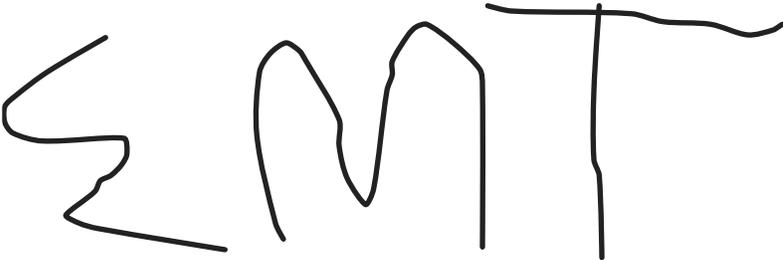
**o. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Eric Tucker
Position	Executive Director
Phone/Extension	
Email	

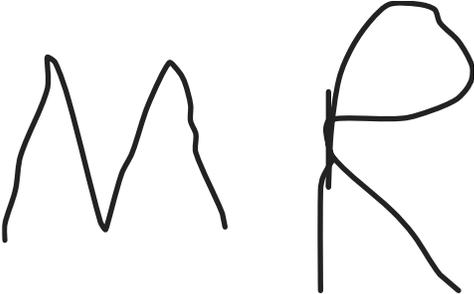
**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local 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. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

**Signature, Head of Charter School**



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



**Date** 2019/08/01

**Thank you.**



# Entry 2 NYS School Report Card Link

Created: 07/29/2019 • Last updated: 07/31/2019

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## **BROOKLYN LABORATORY CHARTER SCHOOL**

**1. CHARTER AUTHORIZER (As of June 30th, 2019)** REGENTS Authorized Charter School

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

**2. NEW YORK STATE REPORT CARD**

<https://data.nysed.gov/profile.php?instid=800000082484>

**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.)



# Entry 3 Progress Toward Goals

Created: 08/02/2019 • Last updated: 11/02/2019

## PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

#### 2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	As measured by New York State ELA and Math 6 8 assessments, 100% of LAB grade levels met or outperformed the statewide proficiency average at corresponding grade levels.	NYS ELA and Math Assessments	Not Met	Brooklyn Laboratory Charter School will recommit to helping our scholars outperform the state in the ELA and Math assessments. We were close to the state in some of our percentages of proficiency, and our students that are with us longer are more likely to reach proficiency, as seen in our 8th grade assessment proficiency being closer to the state than our 6th grade assessment proficiency. We believe that this year with all of our scholars organized under one roof we will be able to

				outperform the state. In addition, we have outperformed the state in previous years, so we will work to return to and advance past our prior form.
Academic Goal 2	As measured by New York State ELA and Math 6-8 assessments, targeted LAB sub groups will meet or outperform the New York City proficiency average for like sub groups. Sub groups are students who are economically disadvantaged, students with disabilities (SWDs), and English Language Learners (ELLs).	NYS ELA and Math Assessments	Not Met	Brooklyn Laboratory Charter School will recommit to helping our scholars outperform the state in the ELA and Math assessments. We have two out of our three grades outperforming or meeting the state in SPED student proficiency, with only 6th grade falling below the state, showing that the longer that students are with us, the better they perform. We believe that this year with all of our scholars organized under one roof we will be able to outperform the state. In addition, we have outperformed the state in previous years, so we will work to return to and advance past our prior form.
Academic Goal 3	As measured by NWEA Measures of Academic Progress (MAP) or the PSAT, 60% of LAB scholars achieve at least one year of growth or perform at or above grade level on these exams.	NWEA MAP or PSAT	Met	

Academic Goal 4	Average interim assessment (course unit exam) scores show a 10% increase in baseline proficiency from the previous Spring New York State exam, with no grade level average pass rate below State equivalence.	Interim Assessments	Met	
Academic Goal 5	.6 average growth classrooms on each of the Academic Ownership look fors.	Academic Ownership look fors	Met	
Academic Goal 6	75% of educators and administrators use qualitative and quantitative data to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to personalize learning experiences.	Observations	Met	
Academic Goal 7	At least 80% of instructional staff (fellows, teacher residents, teacher leaders, deans, and school directors) make at least 0.6 points of growth on their aligned performance rubrics, in particular the: (1) TNTP Blended Core Teaching Rubric; or (2) TNTP PLUS Leadership Rubric	TNTP	Met	
	75% of educators or administrators collaboratively, transparently, and			

Academic Goal 8	proactively seek out feedback from students, parents, and colleagues to improve instruction and teaching practices.	Observations	Met	
Academic Goal 9	75% of educators engage in inquiry through problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods.	Observations	Met	
Academic Goal 10				

**2. Do we have more academic goals to add?** No

**3. Do we have more academic goals to add?** No

#### 4. ORGANIZATIONAL GOALS

##### 2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	At all times throughout the year, the LAB Leadership Team maintains a base of identified potential new academic and operations leaders of at least 5 who are currently emerging leaders.	At least 5 staff are emerging leaders.	Met	
	LAB Leadership Team members each meet			

Org Goal 2	at least 90% of their individual scorecard goals as measured by performance against key scorecard metrics.	Leadership team meets at least 90% of their scorecard goals.	Met	
Org Goal 3	65% of LAB staff identify as people of color, with no gaps by level or function.	65% of LAB staff identify as people of color, with no gaps by level or function.	Met	
Org Goal 4	100% of campuses meet or exceed enrollment goals and hit 100% of enrollment targets for SWDs and economically disadvantaged students.	100% of campuses meet or exceed enrollment goals and hit 100% of enrollment targets for SWDs and economically disadvantaged students.	Met	
Org Goal 5	The School shall be, and shall remain, in compliance with all local, state, federal laws and regulations relating to the operation of the School. These requirements include, but are not limited to, maintaining daily student attendance records, discipline incidents records, academic transcript records and requirements for grade promotion and graduation, documenting annual retention rates, maintaining a four year graduation rate and ensuring students get appropriate credit hours.	The school is in compliance with applicable laws.	Met	
	Complete post "water damage"			

Org Goal 6	renovation of 77 Sands campus such that the facility passes the facilities readiness audit by August 20, including passing all environmental tests.	The facilities readiness audit is passed by August 20.	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?** No

## 6. FINANCIAL GOALS

### 2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financia I Goal 1	Maintain at least 75 days of cash on hand and begin building an operating reserve that totals 30 days of cash on hand by year end.	75 days of cash on hand and 30 days of operating reserve cash on hand.	Met	
Financia I Goal 2	Clean audited financials delivered to the Board no later than November 1, 2019.	Audited financials delivered to the board.	Met	
Financia I Goal 3	The School will complete and submit the post flood insurance claims for construction, business interruption, and furniture and fixtures by September 15, 2019.	Post flood insurance claims completed.	Met	
Financia I Goal 4				
Financia I Goal 5				

**7. Do you have more financial goals to add?** No

**Thank you.**



## Annual Financial Statement Audit Report

<b>School Name:</b>	<b>Brooklyn Laboratory Charter Schools</b>
Date (Report is due Nov. 1):	November 1, 2019
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #13
School Fiscal Contact Name:	Eric Tucker
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	PFK O'Connor Davies, LLP
School Audit Contact Name:	Daniel Smolan
School Audit Contact Email:	
School Audit Contact Phone:	
Audit Period:	2018-19
Prior Year:	2017-18

**The following items are required to be included:**

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

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.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	Attached
Management Letter Response	N/A
Federal Single Audit (A-133)	N/A
Corrective Action Plan	N/A

**Brooklyn Laboratory Charter Schools**  
**Statement of Financial Position**  
**as of June 30**

	<u>2019</u>	<u>2018</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 8,901,056	\$ 4,149,965
Grants and contracts receivable	399,045	1,722,774
Accounts receivables	109,420	125,332
Prepaid Expenses	361,776	518,188
Contributions and other receivables	870,000	1,087,920
Other current assets	-	-
<b>TOTAL CURRENT ASSETS</b>	<u>10,641,297</u>	<u>7,604,179</u>
<b><u>NON-CURRENT ASSETS</u></b>		
Property, Building and Equipment, net	\$ 4,696,126	\$ 4,750,519
Restricted Cash	100,175	75,082
Security Deposits	400,494	400,494
Other Non-Current Assets	<u>2,264,031</u>	<u>632,932</u>
<b>TOTAL NON-CURRENT ASSETS</b>	<u>7,460,826</u>	<u>5,859,027</u>
<b>TOTAL ASSETS</b>	<u><b>18,102,123</b></u>	<u><b>13,463,206</b></u>
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 422,071	\$ 1,034,665
Accrued payroll, payroll taxes and benefits	492,269	287,393
Current Portion of Loan Payable	1,342,849	446,478
Due to Related Parties	726,329	285,997
Refundable Advances	6,635	347,035
Deferred Revenue	-	-
Other Current Liabilities	<u>713,899</u>	<u>3,404</u>
<b>TOTAL CURRENT LIABILITIES</b>	<u>3,704,052</u>	<u>2,404,972</u>
<b><u>LONG-TERM LIABILITIES</u></b>		
Loan Payable; Due in More than One Year	\$ 3,681,514	\$ 2,516,405
Deferred Rent	2,149,262	988,716
Due to Related Party	-	-
Other Long-Term Liabilities	<u>-</u>	<u>-</u>
<b>TOTAL LONG-TERM LIABILITIES</b>	<u>5,830,776</u>	<u>3,505,121</u>
<b>TOTAL LIABILITIES</b>	<u>9,534,828</u>	<u>5,910,093</u>
<b><u>NET ASSETS</u></b>		
Unrestricted	\$ 8,567,295	\$ 7,553,113
Temporarily restricted	-	-
Permanently restricted	<u>-</u>	<u>-</u>
<b>TOTAL NET ASSETS</b>	<u>8,567,295</u>	<u>7,553,113</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><b>18,102,123</b></u>	<u><b>13,463,206</b></u>

**Brooklyn Laboratory Charter Schools**  
**Statement of Activities**  
**as of June 30**

	2019			2018
	Unrestricted	Temporarily Restricted	Total	Total
<b>OPERATING REVENUE</b>				
State and Local Per Pupil Revenue - Reg. Ed	\$ 10,949,825	\$ -	\$ 10,949,825	\$ 9,032,671
State and Local Per Pupil Revenue - SPED	3,390,343	-	3,390,343	2,893,198
State and Local Per Pupil Facilities Revenue	2,991,123	-	2,991,123	2,991,394
Federal Grants	559,910	-	559,910	674,964
State and City Grants	65,987	-	65,987	58,624
Other Operating Income	2,668,675	-	2,668,675	2,957,689
Food Service/Child Nutrition Program	64,369	-	64,369	220,123
<b>TOTAL OPERATING REVENUE</b>	<b>20,690,232</b>	<b>-</b>	<b>20,690,232</b>	<b>18,828,663</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 12,108,128	\$ -	\$ 12,108,128	\$ 9,030,498
Special Education	5,155,558	-	5,155,558	4,164,379
Other Programs	-	-	-	-
<b>Total Program Services</b>	<b>17,263,686</b>	<b>-</b>	<b>17,263,686</b>	<b>13,194,877</b>
Management and general	2,412,364	-	2,412,364	1,681,925
Fundraising	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>19,676,050</b>	<b>-</b>	<b>19,676,050</b>	<b>14,876,802</b>
<b>SURPLUS / (DEFICIT) FROM OPERATIONS</b>	<b>1,014,182</b>	<b>-</b>	<b>1,014,182</b>	<b>3,951,861</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Interest and Other Income	\$ -	\$ -	\$ -	\$ -
Contributions and Grants	-	-	-	-
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Assets Released from Restrictions / Loss on Disposal of Assets</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,014,182</b>	<b>-</b>	<b>1,014,182</b>	<b>3,951,861</b>
<b>NET ASSETS - BEGINNING OF YEAR</b>	<b>\$ 7,553,113</b>	<b>\$ -</b>	<b>\$ 7,553,113</b>	<b>\$ 3,601,252</b>
<b>PRIOR YEAR/PERIOD ADJUSTMENTS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET ASSETS - END OF YEAR</b>	<b>\$ 8,567,295</b>	<b>\$ -</b>	<b>\$ 8,567,295</b>	<b>\$ 7,553,113</b>

**Brooklyn Laboratory Charter Schools**  
**Statement of Cash Flows**

**as of June 30**

	<u>2019</u>	<u>2018</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,014,182	\$ 3,951,861
Revenues from School Districts	-	-
Accounts Receivable	114,997	(100,196)
Due from School Districts	-	-
Depreciation	906,056	798,168
Grants Receivable	1,323,729	(1,376,240)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	156,412	(274,776)
Accounts Payable	(612,594)	777,964
Accrued Expenses	204,876	75,877
Accrued Liabilities	72,166	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	102,885	(13,663)
Deferred Revenue	-	-
Interest payments	-	-
Other	107,890	225,169
Deferred Rent and Lease Incentive	1,798,875	282,726
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 5,189,474</b>	<b>\$ 4,346,890</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Purchase of equipment	(1,053,633)	(2,491,048)
Other	(26,192)	624,593
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (1,079,825)</b>	<b>\$ (1,866,455)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Principal payments on long-term debt	(446,478)	(421,252)
Other	1,087,920	(1,087,920)
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ 641,442</b>	<b>\$ (1,509,172)</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 4,751,091</b>	<b>\$ 971,263</b>
Cash at beginning of year	4,149,965	3,178,702
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 8,901,056</b>	<b>\$ 4,149,965</b>

**Brooklyn Laboratory Charter Schools  
Statement of Functional Expenses  
as of June 30**

	No. of Positions	2019							2018
		Program Services				Supporting Services			Total
		Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	33.00	1,007,140	431,157	-	1,438,297	-	616,413	616,413	2,054,710
Instructional Personnel	72.00	3,468,097	1,485,587	-	4,953,684	-	-	-	4,953,684
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>105.00</b>	<b>4,475,237</b>	<b>1,916,744</b>	<b>-</b>	<b>6,391,981</b>	<b>-</b>	<b>616,413</b>	<b>616,413</b>	<b>7,008,394</b>
Fringe Benefits & Payroll Taxes		860,518	368,277	-	1,228,795	-	118,500	118,500	1,347,295
Retirement		7,816	3,413	-	11,229	-	1,083	1,083	12,312
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	202,934	202,934	202,934
Accounting / Audit Services		-	-	-	-	-	283,147	283,147	283,147
Other Purchased / Professional / Consulting Services		753,478	339,370	-	1,092,848	-	105,342	105,342	1,198,190
Building and Land Rent / Lease		3,802,250	1,586,662	-	5,388,912	-	519,801	519,801	5,908,713
Repairs & Maintenance		302,627	129,604	-	432,231	-	41,682	41,682	473,913
Insurance		66,069	27,027	-	93,096	-	8,981	8,981	102,077
Utilities		159,622	69,169	-	228,791	-	22,061	22,061	250,852
Supplies / Materials		130,155	56,806	-	186,961	-	-	-	186,961
Equipment / Furnishings		13,280	6,021	-	19,301	-	1,860	1,860	21,161
Staff Development		205,920	81,634	-	287,554	-	27,749	27,749	315,303
Marketing / Recruitment		83,749	37,393	-	121,142	-	11,678	11,678	132,820
Technology		23,984	10,326	-	34,310	-	3,308	3,308	37,618
Food Service		351,111	148,437	-	499,548	-	-	-	499,548
Student Services		65,404	28,625	-	94,029	-	-	-	94,029
Office Expense		135,596	58,116	-	193,712	-	18,681	18,681	212,393
Depreciation		579,868	246,492	-	826,360	-	79,696	79,696	906,056
OTHER		91,444	41,442	-	132,886	-	349,448	349,448	482,334
<b>Total Expenses</b>		<b>\$ 12,108,128</b>	<b>\$ 5,155,558</b>	<b>\$ -</b>	<b>\$ 17,263,686</b>	<b>\$ -</b>	<b>\$ 2,412,364</b>	<b>\$ 2,412,364</b>	<b>\$ 19,676,050</b>



# Entry 5c Additional Financial Docs

Created: 11/01/2019 • Last updated: 11/02/2019

The additional items listed below should be uploaded 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 corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

## Section Heading

### 1. Management Letter

<https://nysed.cso.reports.fluidreview.com/resp/119113028/8mMlunnVv3/>

**Explanation for not uploading the Management Letter.** (No response)

### 2. Form 990

<https://nysed.cso.reports.fluidreview.com/resp/119113028/FINDqRIBTE/>

**Explanation for not uploading the Form 990.** Form 990 Extension attached

### 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

**Explanation for not uploading the Federal Single Audit.** The school did not expend federal funds in excess of the Single Audit Threshold of \$750,000

### 4. CSP Agreed Upon Procedure Report

(No response)

**Explanation for not uploading the procedure report.** N/A

## 5. Evidence of Required Escrow Account

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

[https://nysed\\_cso\\_reports.fluidreview.com/resp/119113028/pN6H0Nalce/](https://nysed_cso_reports.fluidreview.com/resp/119113028/pN6H0Nalce/)

**Explanation for not uploading the Escrow evidence.** (No response)

## 6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

[https://nysed\\_cso\\_reports.fluidreview.com/resp/119113028/JDKdnGTC4H/](https://nysed_cso_reports.fluidreview.com/resp/119113028/JDKdnGTC4H/)

**Explanation for not uploading the Corrective Action Plan.** (No response)



# Entry 5d Financial Services Contact Information

Created: 08/02/2019 • Last updated: 11/01/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## BROOKLYN LABORATORY CHARTER SCHOOL Section Heading

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Eric Tucker		

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Daniel Smolan			3

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	CSBM	David Hamm				5

**Brooklyn Laboratory Charter School - "Charter 1"**  
**PROJECTED BUDGET / OPERATING PLAN FOR SY2019-20**

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

**Assumptions**  
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

<b>Total Revenue</b>	15,974,412	3,196,644	-	-	-	19,171,056
<b>Total Expenses</b>	7,894,365	1,450,168	6,508,084	-	-	18,873,932
<b>Net Income</b>	8,080,048	1,746,475	(6,508,084)	-	(3,021,315)	297,124
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	425	182	-	-	-	607

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
District of Location	10,076,807	-	-	-	-	10,076,807
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
	10,076,807	-	-	-	-	10,076,807
Special Education Revenue	-	2,998,729	-	-	-	2,998,729
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	2,940,915	-	-	-	-	2,940,915
<b>TOTAL REVENUE FROM STATE SOURCES</b>	13,017,722	2,998,729	-	-	-	16,016,451
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	197,915	-	-	-	197,915
Title I	212,450	-	-	-	-	212,450
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	259,763	-	-	-	-	259,763
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	567,290	-	-	-	-	567,290
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	1,039,502	197,915	-	-	-	1,237,417
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations, Fundraising	1,666,414	-	-	-	-	1,666,414
Erate Reimbursement	107,462	-	-	-	-	107,462
Interest Income, Earnings on Investments,	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Food Service (Income from meals)	52,021	-	-	-	-	52,021
Text Book	55,073	-	-	-	-	55,073
OTHER	36,218	-	-	-	-	36,218
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	1,917,188	-	-	-	-	1,917,188
<b>TOTAL REVENUE</b>	<b>15,974,412</b>	<b>3,196,644</b>	-	-	-	<b>19,171,056</b>

	No. of Positions						TOTAL
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	537,862	-	-	-	-	537,862
Instructional Management	-	311,967	-	-	-	-	311,967
Deans, Directors & Coordinators	-	1,093,738	-	-	-	-	1,093,738
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	896,577	-	896,577
Administrative Staff	-	-	-	-	62,520	-	62,520
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	1,943,567	-	-	959,098	-	2,902,664
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	-	2,186,902	-	-	-	-	2,186,902
Teachers - SPED	-	-	1,065,086	-	-	-	1,065,086
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	340,365	-	-	-	-	340,365
Aides	-	191,460	-	-	-	-	191,460
Therapists & Counselors	-	190,734	-	-	-	-	190,734
Other	-	91,880	-	-	-	-	91,880
<b>TOTAL INSTRUCTIONAL</b>	-	3,001,341	1,065,086	-	-	-	4,066,427
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	39,001	-	39,001
Security	-	-	-	-	26,592	-	26,592
Other	-	-	-	-	33,116	-	33,116
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	98,708	-	98,708
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	4,944,907	1,065,086	-	1,057,806	-	7,067,800
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	12.65%	625,531	134,733	-	-	133,812	894,077
Fringe / Employee Benefits	11.00%	543,940	117,160	-	-	116,359	777,458
Retirement / Pension	3.47%	169,300	36,466	-	-	36,216	241,982
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	1,338,771	288,359	-	-	286,387	1,913,517
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	6,283,678	1,353,445	-	1,344,193	-	8,981,317
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	97,117	-	97,117
Legal	-	-	-	-	146,395	-	146,395
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	388,325	-	-	-	-	388,325
Payroll Services	-	-	-	-	36,122	-	36,122
Special Ed Services	-	-	89,082	-	-	-	89,082
Titlement Services (i.e. Title I)	-	37,781	-	-	-	-	37,781
Other Purchased / Professional / Consulting	-	568,902	-	-	-	-	568,902
<b>TOTAL CONTRACTED SERVICES</b>	-	995,008	89,082	-	279,635	-	1,363,725
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	1,128	-	1,128
Classroom / Teaching Supplies & Materials	-	69,025	-	-	-	-	69,025
Special Ed Supplies & Materials	-	-	7,641	-	-	-	7,641
Textbooks / Workbooks	-	146,813	-	-	-	-	146,813
Supplies & Materials other	-	80,719	-	-	-	-	80,719
Equipment / Furniture	-	-	-	-	12,187	-	12,187
Telephone	-	-	-	-	61,907	-	61,907
Technology	-	-	-	-	668,106	-	668,106
Student Testing & Assessment	-	99,620	-	-	-	-	99,620
Field Trips	-	109,611	-	-	-	-	109,611
Transportation (student)	-	52,148	-	-	-	-	52,148
Student Services - other	-	57,743	-	-	-	-	57,743
Office Expense	-	-	-	-	82,977	-	82,977
Staff Development	-	-	-	-	188,188	-	188,188
Staff Recruitment	-	-	-	-	43,092	-	43,092
Student Recruitment / Marketing	-	-	-	-	151,001	-	151,001

List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)

School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	20,676	20,676
Fundraising	-	-	-	-	4,925	4,925
Other	-	-	-	-	87,698	87,698
<b>TOTAL SCHOOL OPERATIONS</b>	<b>615,679</b>	<b>7,641</b>	<b>-</b>	<b>-</b>	<b>1,321,886</b>	<b>1,945,206</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	-	75,601	75,601
Janitorial	-	-	232,632	-	-	232,632
Building and Land Rent / Lease	-	-	3,979,528	-	-	3,979,528
Repairs & Maintenance	-	-	180,824	-	-	180,824
Equipment / Furniture	-	-	70,911	-	-	70,911
Security	-	-	31,614	-	-	31,614
Utilities	-	-	238,086	-	-	238,086
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>-</b>	<b>4,733,595</b>	<b>-</b>	<b>75,601</b>	<b>4,809,196</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	<b>-</b>	<b>1,774,489</b>	<b>-</b>	<b>-</b>	<b>1,774,489</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>7,894,365</b>	<b>1,450,168</b>	<b>6,508,084</b>	<b>-</b>	<b>3,021,315</b>	<b>18,873,932</b>
<b>NET INCOME</b>	<b>8,080,048</b>	<b>1,746,475</b>	<b>(6,508,084)</b>	<b>-</b>	<b>(3,021,315)</b>	<b>297,124</b>

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>		
District of Location				-
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
<b>TOTAL ENROLLMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

1. Trustee Name (print) Olatokumbo Shobowale  
2. Charter School Name \_\_\_\_\_



8. List all positions held on board (e.g., chair, treasurer, parent representative)  
\_\_\_\_\_  
\_\_\_\_\_

9. Is the trustee an employee of the school? \_\_\_Yes  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  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>Please write "None" if applicable. Do not leave this space blank</i> NONE	NONE	NONE	NONE

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>Please write "None" if applicable. Do not leave this space blank</i> NONE	NONE	NONE	NONE	N/A

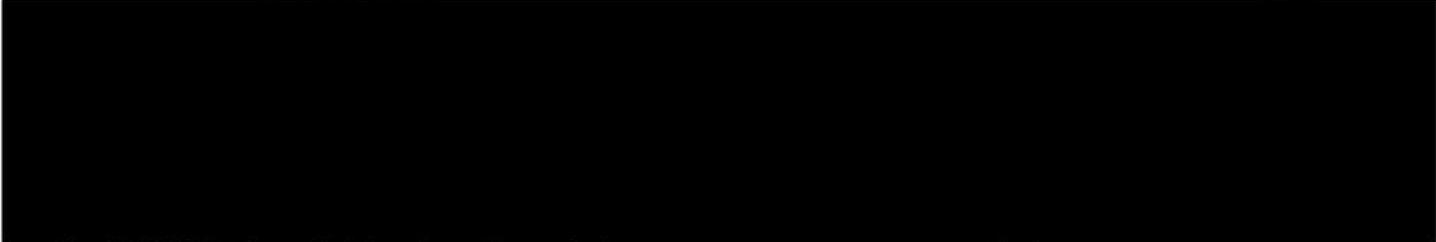
Signature 

Date 7/24/19

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

- 1. Trustee Name (print) Adria Siegfried
- 2. Charter School Name Brooklyn LAB
- 3. Charter Authorizer Entity SED



- 8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Treasurer

- 9. Is the trustee an employee of the school?  Yes  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  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>Please write "None" if applicable. Do not leave this space blank.</i>			
None			

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>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

Signature

Date

7/24/19

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

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

1. Trustee Name (print) Maryna J (Mickey) Revenaugh
2. Charter School Name Brooklyn Laboratory Charter School
3. Charter Authorizer Entity NYSED

8. List all positions held on board (e.g., chair, treasurer, parent representative)

Chair

Vice Chair (previous)

9. Is the trustee an employee of the school?  Yes  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  No

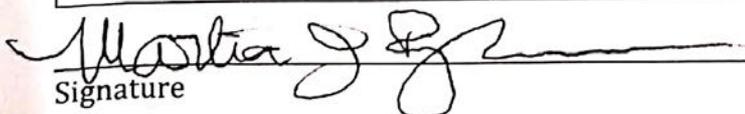
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; margin-left: 10%;">None</p>			

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
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; margin-left: 10%;">None</p>				

  
Signature

2/24/19  
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

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

1. Trustee Name (print) WALTER P. LOUGHLIN  
2. Charter School Name BROOKLYN LABORATORY CHARTER SCHOOLS  
3. Charter Authorizer Entity

8. List all positions held on board (e.g., chair, treasurer, parent representative)

BOARD MEMBER

9. Is the trustee an employee of the school?  Yes  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  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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">NONE</p>			

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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">NONE</p>				

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

1. Trustee Name (print) Nadine Augusta
2. Charter School Name Brooklyn Lab Charter School
3. Charter Authorizer Entity



8. List all positions held on board (e.g., chair, treasurer, parent representative)

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9. Is the trustee an employee of the school? \_\_\_ Yes  No

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_ Yes  No

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

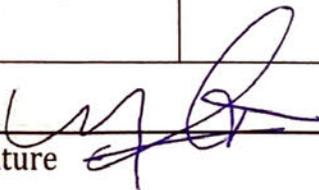
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11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have 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>Please write "None" if applicable. Do not leave this space blank.</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>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature  Date 7/26/19

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

1. Trustee Name (print) Sujata Rajpurahit
2. Charter School Name Brooklyn Laboratory Charter School
3. Charter Authorizer Entity Board of Regents



8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Member

9. Is the trustee an employee of the school?  Yes  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  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
None	None	None	None

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
None	None	None	None	—

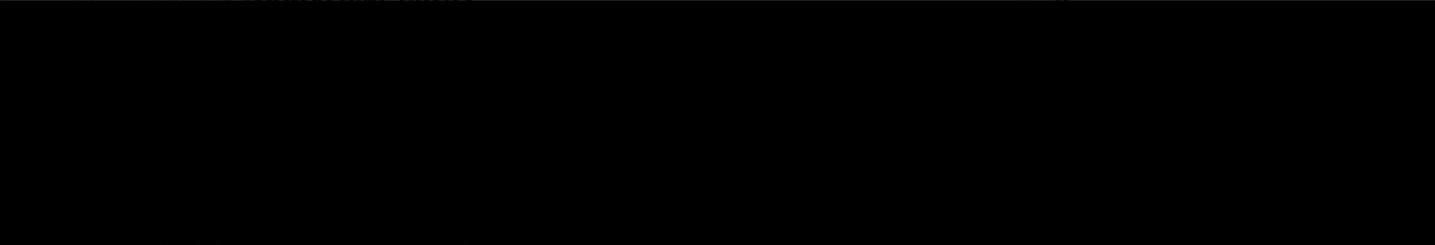
Sujata Rajpurwadi  
Signature

7/28/19  
Date

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

1. Trustee Name (print) GARY L. WOOD  
2. Charter School Name Brooklyn Laboratory Charter Schools  
3. Charter Authorizer Entity



8. List all positions held on board (e.g., chair, treasurer, parent representative)

\_\_\_\_\_  
\_\_\_\_\_

9. Is the trustee an employee of the school?  Yes  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  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>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	None

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>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

Signature Gay L. Wood

Date 7/24/2019

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

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

1. Trustee Name (print) Andrew Epstein
2. Charter School Name Brooklyn LAB Charter School
3. Charter Authorizer Entity NY SED



8. List all positions held on board (e.g., chair, treasurer, parent representative)  
treasurer

9. Is the trustee an employee of the school? \_\_\_ Yes  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  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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>NONE</i></p>			

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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>NONE</i></p>				

*Arthur Galt*  
Signature

*8/1/19*  
Date

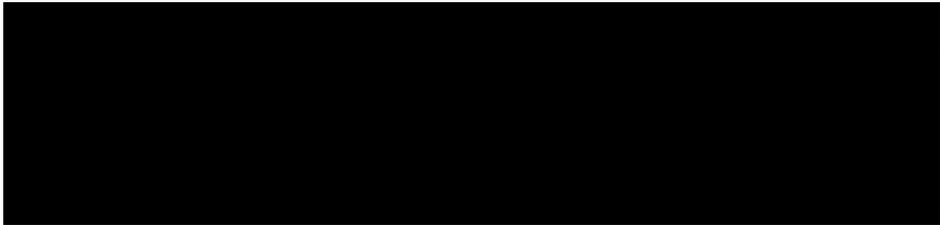
**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

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

1. Trustee Name (print) Corinne Scholes \_\_\_\_\_

2. Charter School Name Brooklyn Labs \_\_\_\_\_

3. Charter Authorizer Entity \_\_\_\_\_



8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Vice hair, Academic Committee 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.

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>			

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>				

\_\_\_\_\_  
Signature

Date 7/30/2019



# Entry 8 BOT Table

Created: 07/29/2019 • Last updated: 08/02/2019

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

## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018 19
1	Tokumbo Shobowale, [REDACTED]	Trustee/Member	Real Estate Subcommittee	Yes	1	07/05/2017	09/30/2019	11
2	Adrien Siegfried, [REDACTED]	Treasurer	Finance/Audit Committee	Yes	4	07/01/2018	07/01/2020	9
3	Andrew Epstein, [REDACTED] (LEFT)	Trustee/Member	Finance/Audit Committee	Yes	3	12/01/2017	04/01/2019	5 or less
4	Martha Revenau gh, [REDACTED]	Chair	Executive Committee, Finance/Audit Committee	Yes	3	07/01/2018	07/01/2020	10
5	Corey Scholes, [REDACTED] (LEFT)	Vice Chair	Executive Committee, Academic Committee	Yes	3	07/01/2018	07/01/2020	5 or less

6	Gary Wood, [REDACTED]	Trustee/Member	Real Estate Subcommittee	Yes	4	07/01/2018	07/01/2020	8
7	Nadine Augusta, [REDACTED]	Secretary	Executive Committee, Board Development and Nominations Committee	Yes	2	07/05/2017	07/05/2019	7
8	Walter Loughlin, [REDACTED]	Trustee/Member	Real Estate Subcommittee	Yes	3	07/01/2018	07/01/2020	10
9	Sujata Rajpurohit, [REDACTED]	Trustee/Member		Yes	1	02/01/2019	02/01/2021	5 or less

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

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	7
b.Total Number of Members Added During 2018 19	1
c. Total Number of Members who Departed during 2018 19	2
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	5 18

**3. Number of Board meetings held during 2018-19** 11

**4. Number of Board meetings scheduled for 2019-20** 12

**Thank you.**



# Entry 9 - Board Meeting Minutes

Last updated: 08/02/2019

## [Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

### **BROOKLYN LABORATORY CHARTER SCHOOL**

**Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?**

Yes

**A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.**

<https://www.brooklynlaboratoryschool.org/board-of-trustees>



# Entry 10 Enrollment and Retention of Special Populations

Created: 07/15/2019 • Last updated: 08/02/2019

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

### **BROOKLYN LABORATORY CHARTER SCHOOL**Section Heading

#### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	<p>LAB’s consistent increase in the recruitment of economically disadvantaged students is due to successful implementation of several strategies. These efforts include:</p> <p>Reaching out to counselors, social workers, parents, special education coordinators, and other administrators at high need public schools.</p> <p>Organizing frequent open houses and information sessions, including ongoing Canvassing door to door at over 40 New York City Housing Authority (NYCHA) complexes. Contacting counselors, social workers, parents, and SPED coordinators at public schools within CSDs 13, 14, and 16.</p> <p>Maintaining an active referral program from currently enrolled families, with a focus on recruiting economically disadvantaged families.</p> <p>Working with a third party mail house to send applications to eligible students in CSD 13 and neighboring districts with large concentrations of economically disadvantaged families.</p> <p>Visiting and posting flyers at local</p>	<p>In 2019 2020, we will continue the described efforts to increase enrollment of economically disadvantaged students. We will continue our work with parent advocacy groups and will bolster student recruitment through our partnerships with community institutions like MOUSE, Brooklyn Public Library, the HIVE Network, and local religious organizations. LAB will continue to publicize the school to prospective families of the highest need. We will use extensive multilingual advertising and a range of media, including email blasts, online news sites, social media, paper flyers and brochures, the school’s website, and direct mail to share information about LAB.</p> <p>LAB remains committed to ensuring that LAB’s programs and facilities are accessible to all members of the public. When recruiting or admitting students, we will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special</p>

	<p>elementary schools that have significant economic need, as well as at after school programs, youth centers, school enrollment fairs, supermarkets, churches, community centers, health centers, and school guidance counselors' offices.</p>	<p>need, English language proficiency, or prior academic achievement.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>To recruit ELLs, LAB distributed application information and materials in a variety of forms to reach the broadest scope of families, including non English speakers and those with limited internet access. LAB uses a variety of methods, including:</p> <p>Assigning extra staff time to recruit ELL students;</p> <p>Requesting an adjustment to LAB's lottery weighting to preference ELLs this fall;</p> <p>Conducting outreach to ELL communities, coordinators and advocates, therapists, Immigrant centers, and other social service providers, including at local houses of worship for non/limited English speaking families and community agencies such as Catholic migration services;</p> <p>Reaching out to families of ELLs currently on charter waitlists;</p> <p>Hosting fairs and information sessions at public and private venues frequented by families;</p> <p>Providing translation services for all promotional materials and in person interaction;</p> <p>Advertising our lottery in non English local newspapers, radio, and television stations;</p> <p>Distributing mailings and bilingual information to district residents, including residents in low income and mixed income communities;</p> <p>Dropping bilingual flyers and posters in public housing complexes, local businesses, supermarkets, and community centers; and Asking Brooklyn politicians for support reaching out to limited English speaking families.</p>	<p>To recruit ELLs, LAB plans to continue the outreach strategies described in the 2018 19 recruitment efforts. New key strategies include outreach to and meetings with community leaders, public information sessions (including translations), and further outreach to scholars on charter waitlists.</p>
	<p>Reaching out to counselors, social workers,</p>	

<p>Students with Disabilities</p>	<p>parents, special education coordinators, and other administrators at high need public schools.</p> <p>Organizing frequent open houses and information sessions, including ongoing canvassing door to door at over 40 New York City Housing Authority (NYCHA) complexes. Contacting counselors, social workers, parents, and SPED coordinators at public schools within CSDs 13, 14, and 16. Maintaining an active referral program from currently enrolled families, with a focus on recruiting economically disadvantaged families.</p> <p>Working with a third party mail house to send applications to eligible students in CSD 13 and neighboring districts with large concentrations of economically disadvantaged families.</p> <p>Visiting and posting flyers at local elementary schools that have significant economic need, as well as at after school programs, youth centers, school enrollment fairs, supermarkets, churches, community centers, health centers, and school guidance counselors' offices.</p>	<p>New key strategies include outreach to and meetings with political and community leaders, public information sessions, and further outreach to scholars on charter waitlists. In addition, targeted advertising online (e.g. Facebook ads in parent and community groups) and featured articles in SPED resources and national forums like <a href="http://Understood.org">Understood.org</a> will increase the dialogue about LAB's mission and drive additional recruitment of students with disabilities.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	<p>LAB is focused on continuing to provide a successful academic option for our economically disadvantaged students. From our staffing model to our classroom routines to our consistently high expectations, LAB works to ensure that all students succeed, regardless of academic level, special needs, or language proficiency. LAB's academic plan makes a significant investment in high dosage tutoring, which is effective for low income students. Key retention activities include:</p> <p>Opportunities for students to excel in the classroom and be college ready: We offer Students activities that allow unique access to learning and acceleration, including AP classes, dual credit college classes, college</p>	<p>LAB enrolls and retains scholars who are economically disadvantaged at far higher rates than the sending district. The percentage of students who are economically disadvantaged also now outpaces the district by 15%, compared to just 2% four years ago. LAB's strong increase in the recruitment of economically disadvantaged students is due to successful implementation of several Strategies. These efforts include:</p> <p>Reaching out to counselors, social workers, parents, special education coordinators, and</p>

<p>Economically Disadvantaged</p>	<p>visits, and a dedicated team focused on college counseling and readiness. Opportunities for students to be successful outside of the classroom: Students in 11th and 12th grades are expected to participate in experiential internships at local companies and organizations. Being part of a successful team helps many students establish support networks and peer groups. This can motivate Students to participate in programs and take pride in their achievement.</p> <p>Tracking academic and character development progress: LAB tracks each Student’s academic and character development. Interim assessments also help to identify which students are struggling and how they can be better supported.</p> <p>LAB also surveys students who do not re enroll. This helps us adapt our programs to better retain all students, including those from the economically disadvantaged subgroup.</p>	<p>other administrators at high need public schools.</p> <p>Organizing frequent open houses and information sessions, including ongoing canvassing door to door at over 40 New York City Housing Authority (NYCHA) complexes. Contacting counselors, social workers, parents, and SPED coordinators at public schools within CSDs 13, 14, and 16. Maintaining an active referral program from currently enrolled families, with a focus on recruiting economically disadvantaged families.</p> <p>Working with a third party mail house to send applications to eligible students in CSD 13 and neighboring districts with large concentrations of economically disadvantaged families.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>To ensure that our ELL students are retained and are master English expeditiously, we provide trained staff, specialized curricular materials, extra time, tutoring, and in class services for students requiring extra support. All teachers and fellows receive PD in communicating with ELLs, understanding cultural heritage, and applying appropriate instructional methodology. Through intensive small group instruction, co teaching, and 1:1 academic tutoring, LAB strives to meet the academic needs of all of our students, all days.</p>	<p>LAB is focused on continuing to provide a successful academic option for ELL students. From our staffing model to our classroom routines to our consistently high expectations, LAB works to ensure that all students succeed, regardless of academic level, special needs, or language proficiency. LAB's academic plan makes a significant investment in high dosage tutoring, which is effective for English Language Learners.</p> <p>LAB tracks each student's academic and character development. Interim assessments also help to identify which students are struggling and how they can be better Supported. LAB also surveys students who do not re enroll. This helps us adapt our programs to better retain all students, including those who are English Language Learners.</p>
<p>Students with</p>	<p>LAB enrolls and retains scholars with disabilities at far higher rates than the sending district. We have enrolled scholars with IEPs at considerably higher rates since our founding. To ensure that our students with disabilities are retained and supported, LAB designs and implements interventions</p>	<p>LAB is focused on continuing to provide a successful academic option for complex learners. From our staffing model to our classroom routines to our consistently high expectations, LAB works to ensure that all students succeed, regardless of academic level, special needs, or language proficiency.</p>

Disabilities

and supports for complex learners. LAB is committed to inclusion and supporting students in the least restrictive environment possible. To achieve this, LAB uses a multi-tiered system of support to design interventions for students in the bottom quartile of academics and behavior.

LAB's academic plan makes a significant investment in high dosage tutoring, which is effective for low income students.

LAB also Surveys students who do not re-enroll. This helps us adapt our programs to better retain all students, including those with disabilities.



# Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/15/2019 • Last updated: 08/02/2019

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

### 1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
76	31	15	22	82

### 2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
5	2	0	3	6

### 3. Tell your school's story

**Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.**

LAB's talent pipeline the LAB Fellowship and the Teacher Residency fosters retention. The two year Residency combines co teaching and graduate school to become SPED certified. LAB's retention is strong. LAB develops and advances current employees to cultivate education leaders whilst we reduce turnover, boost retention, and increase diversity to produce breakthrough results. We make significant investments in our people because talent development is a core value. We believe everyone deserves systematic investment and development; internal talent pipelines are our best source of future skill. LAB's innovative salary structure and comprehensive PD program provide incentives for staff to stay with us over time.

**4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. 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.**

**Have all employees have been cleared through the NYSED TEACH system?**

Yes

**5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?**

	Yes
--	-----

**Thank you**



# Entry 12 Uncertified Teachers

Last updated: 08/02/2019

## Instructions for Reporting Percent of Uncertified Teachers

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. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	82
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	7
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	6

**FTE Count of All Uncertified Teachers as of 6/30/19** 13

**FTE Count of All Certified Teachers as of 6/30/19** 69

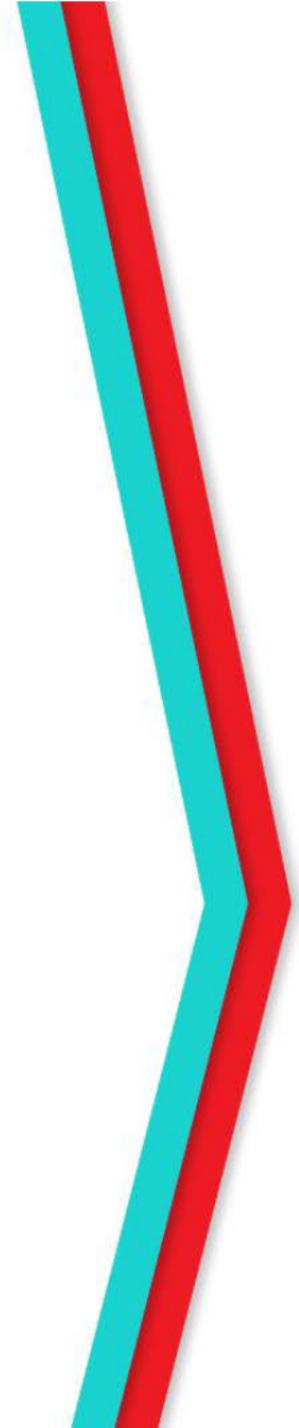
**Thank you.**



**BROOKLYN LAB**  
CHARTER SCHOOL

# Overview of LAB Teams

Click to edit name





# Organizational structure summary

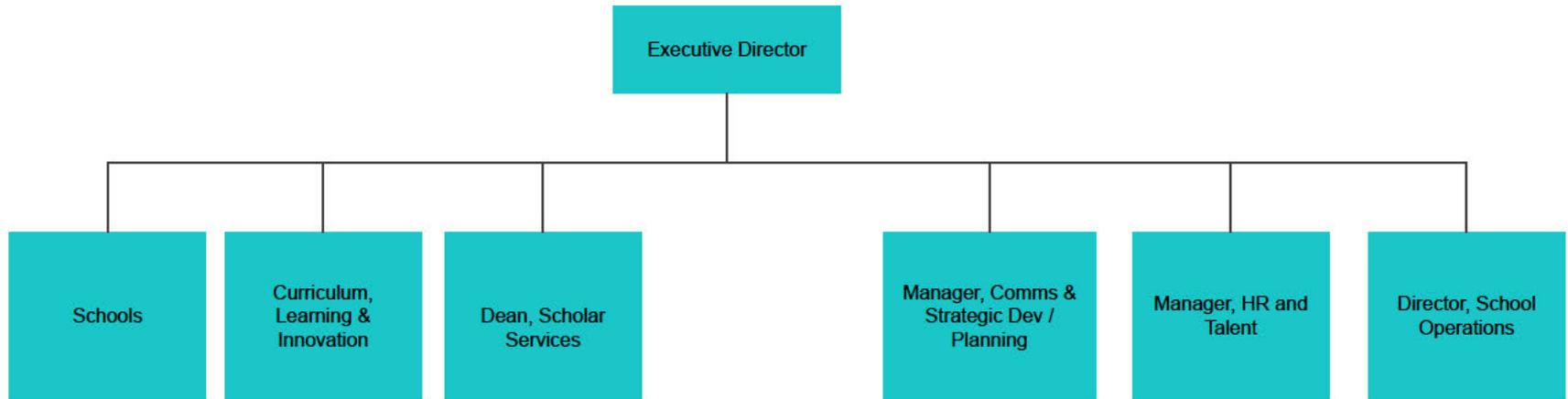
This organizational chart is comprised of slides that the organizational structure at LAB, team make-ups at the campus and shared services levels, and core responsibilities of staff across LAB.

LAB has campus-level teams at each school, and a shared services team that provides infrastructure and management support to all LAB schools.

<b>Shared services teams</b>	<b>Campus-level teams</b>
<ul style="list-style-type: none"><li>● Executive Director and reports</li><li>● Schools Team</li><li>● Curriculum, Learning &amp; Innovation Team</li><li>● Talent Team</li><li>● Operations Team</li><li>● Finance Team</li><li>● Family Engagement &amp; Partnerships Team</li><li>● Communications and Strategic Development</li></ul>	<ul style="list-style-type: none"><li>● Chapel Middle</li><li>● Sands Middle</li><li>● High School (Sands)</li></ul>

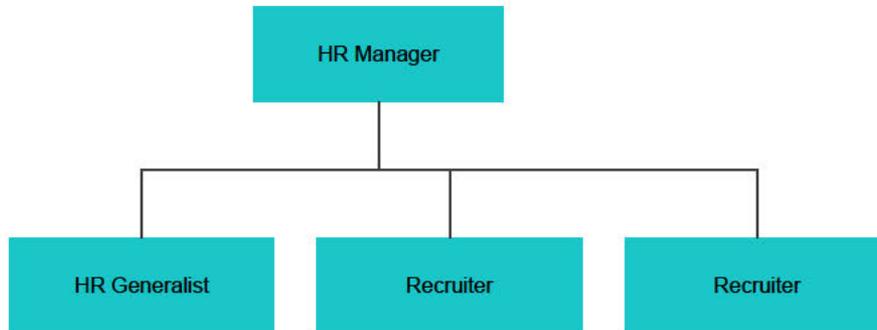


# Executive Director and Reports





# Human Resources And Talent





# HR and Talent Team

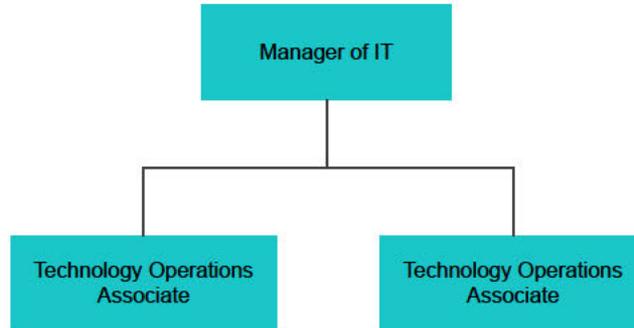
Ensures LAB has a high performing and satisfied staff by sourcing and recruiting top candidates, developing talent through rigorous professional development, and owning performance management for the organization.

The **HR and Talent Team** is responsible for:

- **Recruitment and Selection:** Building diverse and high-performing pools for all open roles, screening and evaluating candidates, and supporting hiring managers and the CEO to make informed new hire decisions.
- **Process Management:** Managing the selection process and specific outreach campaigns for hiring managers.
- **Performance Management:** Supporting the ongoing evaluation and development of staff, and supporting managers to take informed action throughout the employee life cycle. Working with leadership to ensure high levels of retention.
- **Organization-wide Professional Development:** Developing and managing a comprehensive professional development program for teachers, leaders, and non-instructional staff
- **Fellowship and Residency:** Ensures there is a pipeline for and there is effective management of Fellows and Residents. This includes ensuring (1) that Residents and Fellows meet performance goals in support of student achievement and (2) that campuses ensure ongoing professional development of Residents and Fellows.

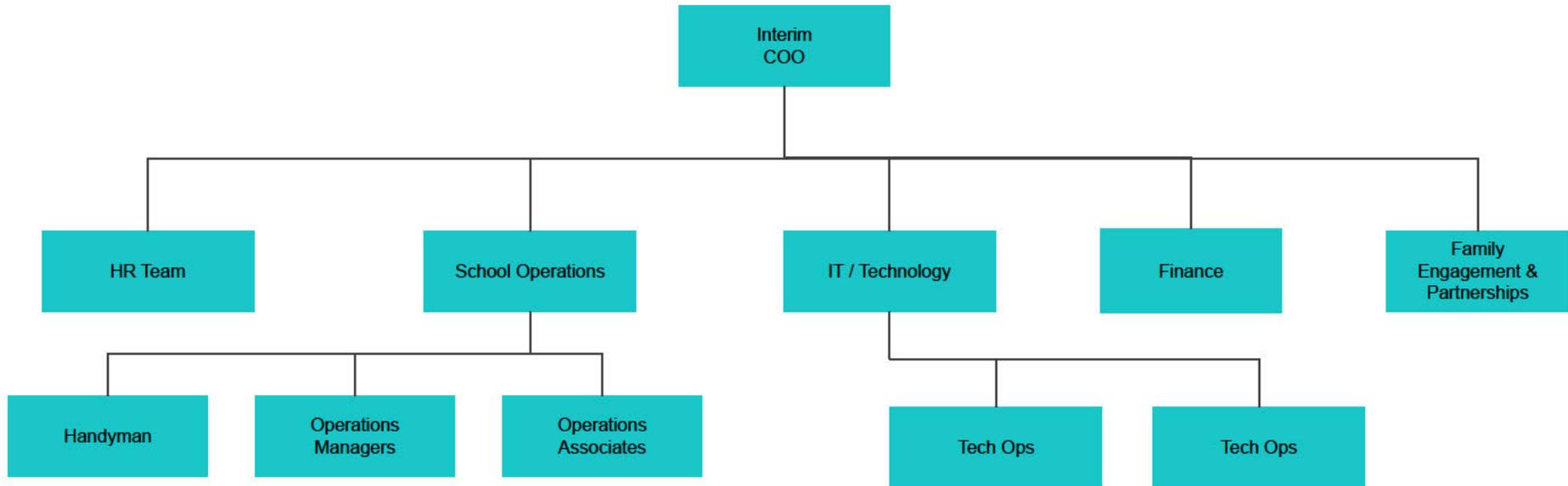


# Technology





# Network and School Operations





# Network and School Operations

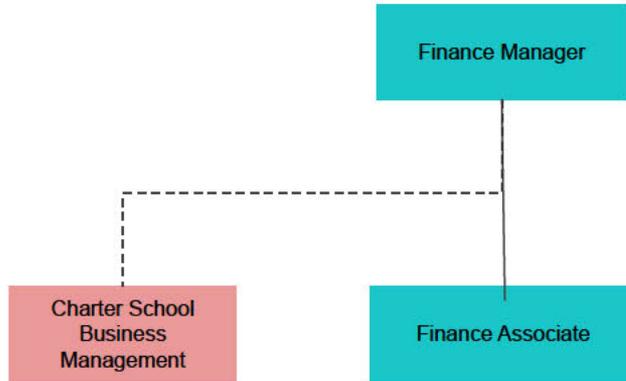
Manages a core set of central operations functions and ensures schools have the necessary supports to manage campus operations effectively.

The Operations Team is responsible for:

- **Human Resources:** Managing personnel files, benefits systems, and compliance.
- **Enrollment Systems:** Manages student information via Cortex, registration, and compliance.
- **IT:** Manages hardware procurement and oversees schools' use of hardware. Ensures building-wide technology functions are high functioning.
- **Facilities:** Manages all on-going facilities issues, including all repairs and maintenance, and security and safety concerns.
- **School Operations:** Works as thought partners with Directors of Operations to ensure building readiness and ongoing operational excellence.



# Finance





# Finance

Ensures fiscal stability of campuses and overall enterprise by overseeing budgeting, payroll, account payables and receivables, and auditing.

## The Finance Team

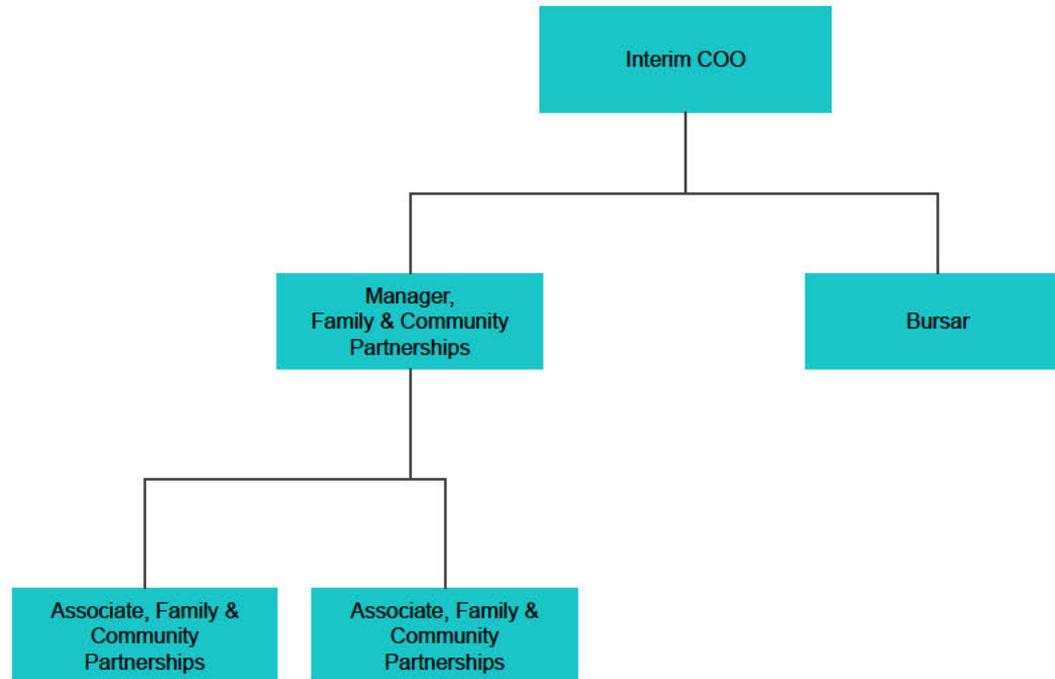
- **Budgets:** Creates and manages school-level budgets and manages annual enterprise-wide budgeting process.
- **Accounting:** Processes all account payables and receivables on behalf of the schools, and ensures accurate reporting.
- **Reporting:** Conducts monthly reviews of financial activity and submits reports to authorizers and donors and the Board, as required.
- **Audits:** Arranges for and works with external audit team to ensure timely, clean audits
- **Payroll:** Compiles all payroll data and processes all payroll in timely fashion

See Finance if you have questions about:

- Expenses
- Professional Development Requests
- Payroll Accuracy
- Paycheck Advances



# Family & Community Partnerships





# Family and Community Partnerships Team

Manages student recruitment, organization-wide family engagement, civic education initiatives for scholars, and strategic partnerships.

The Family and Community Partnerships Team is responsible for:

- **Student Recruitment:** Developing and executing outreach and recruitment plans to ensure schools begin each year fully enrolled.
- **Family and Scholar Engagement:** Develops and manages an annual calendar of events for families. Coordinates field lessons and special events for scholars.
- **Strategic Partnerships:** Develops and executes engagement plan to ensure LAB maintains deep strategic partnerships with institutions, community leaders, elected officials, and prospective employers.



# Communications, External Affairs, and Strategic Planning

Manager, Communications  
& Strategic Dev / Planning



# Network and School Operations

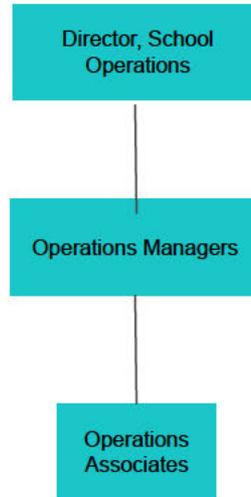
Manages internal and external communications, special projects and planning initiatives. Provides administrative and executive support to the CEO and direct reports.

The Communications, Strategic Planning, and Development Team is responsible for:

- **Communications:** Developing critical internal and external written material for LAB, including renewal applications, board communication, and development documents.
- **Planning:** Supporting the CEO on strategic planning through materials preparation and project management.
- **External Affairs:** Developing the LAB brand and building brand recognition through blog postings, website and social media channels, media opportunities
- **Executive Support:** Preparing materials, managing scheduling, and owning special projects for the CEO and direct reports.
- **New Schools:** Leads planning and project management process for new schools development.
- **Reporting:** Coordinates reporting to key external stakeholders including Board, donors, and authorizers.

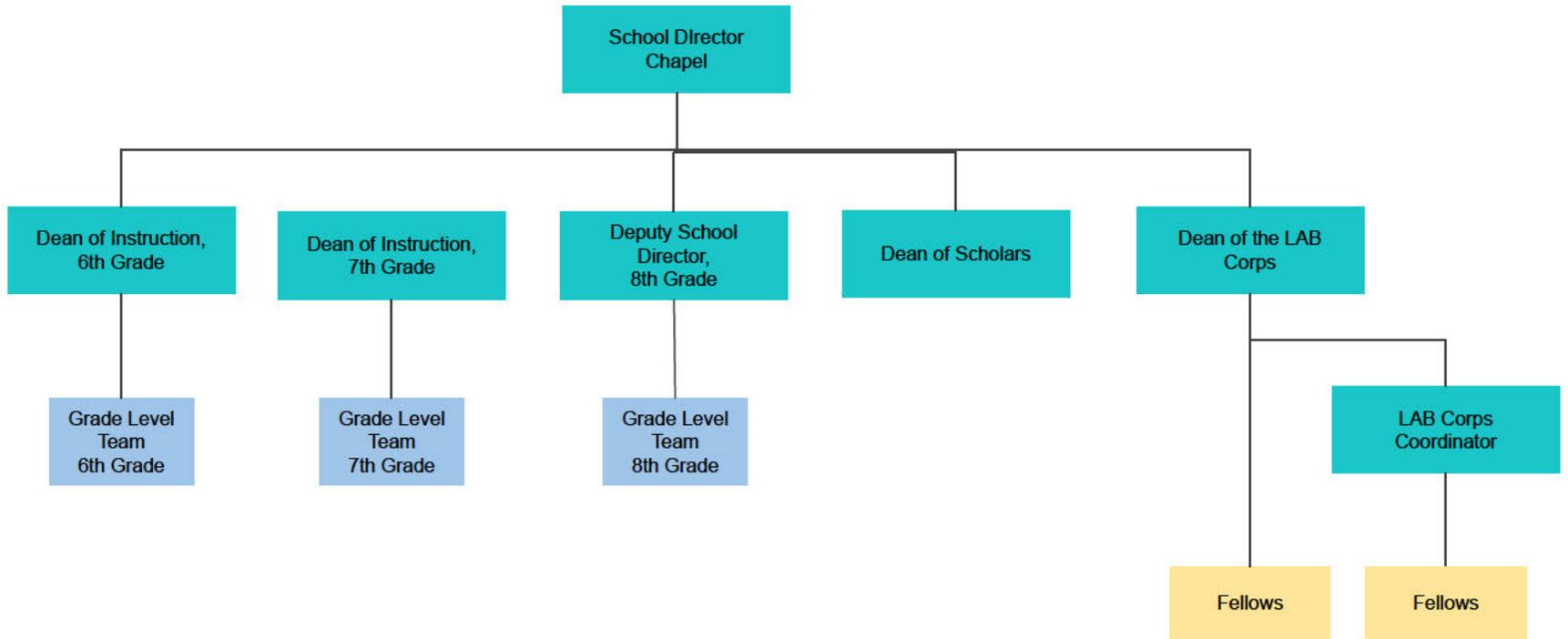


# School Operations Team



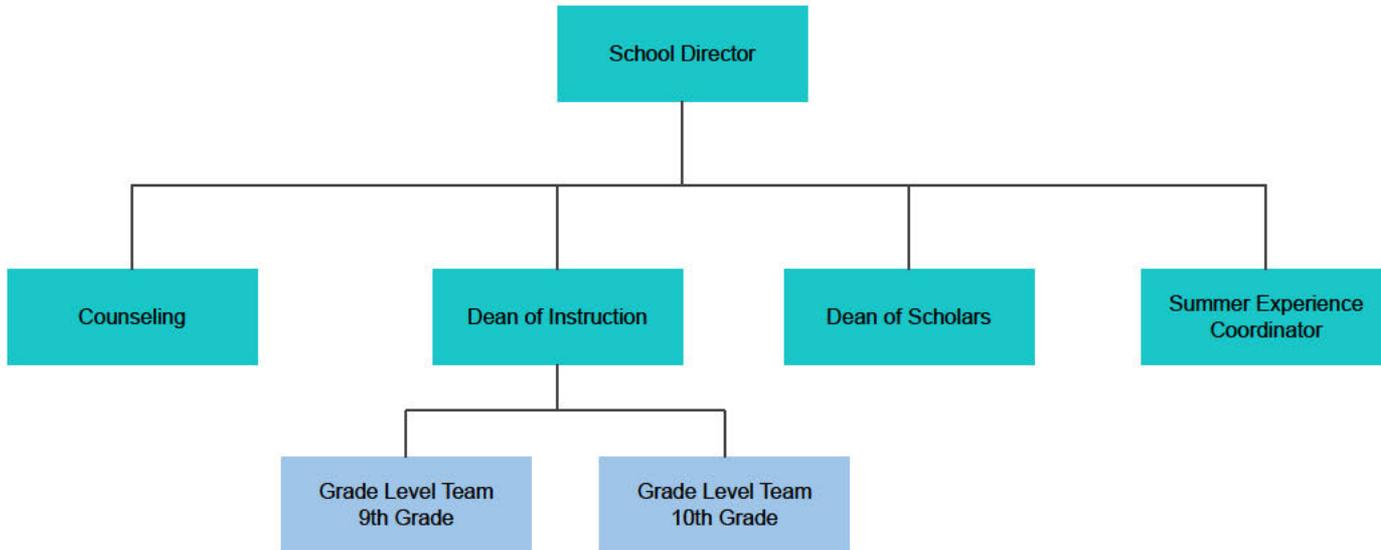


MS





# HS



# Brooklyn Lab – Middle 2019/20 Calendar

July 2019						
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August 2019						
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September 2019						
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November 2019						
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December 2019						
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January 2020						
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February 2020						
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March 2020						
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April 2020						
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May 2020						
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June 2020						
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28	29	30				

## Federal Holidays 2019/20 – No School

Jul 4, 2019	Independence Day	Nov 11, 2019	Veterans' Day	Jan 1, 2020	New Year's Day	May 25, 2020	Memorial Day
Sep 2, 2019	Labor Day	Nov 28, 2019	Thanksgiving Day	Jan 20, 2020	Martin Luther King Day		
	Columbus Day/ Indigenous Peoples'	Dec 25, 2019	Christmas Day	Feb 17, 2020	Presidents' Day		
Oct 14, 2019	Day						

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Ju y 20 Enro ment Carn va for New Scho ars and Fam es  
August 1 New Staff and Fe ows Report to work for Profess ona Deve opment  
August 5 Return ng Staff Report to work for Profess ona Deve opment  
August 12 We come D nner and Or entat on for M dd e Schoo Fam es (a m dd e schoo staff must attend even ng event)  
August 13 We come Breakfast for M dd e Schoo Fam es (a m dd e schoo staff must attend)  
August 15 We come D nner and Or entat on for H gh Schoo Fam es (a h gh schoo staff shou d attend)  
August 21 23 Prep Academy for New Scho ars (D sm ssa at 1:15pm for scho ars)  
August 26 F rst Day of Schoo for Return ng Scho ars  
August 30 D sm ssa at 1:15pm for scho ars and 2:00pm for staff  
September 7 Fam y P cn c (a grades) (A staff must attend day me event)  
September 9 Afterschoo Programm ng for M dd e Schoo Beg ns  
September 18 Back to Schoo Fam y N ght (A staff must attend even ng event)  
October 1 3 8<sup>th</sup> Grade Informed Cho ce Sess ons (A 8<sup>th</sup> Grade Fam es and 8<sup>th</sup> Grade and H gh Schoo Staff must attend even ng event)  
October 5 8<sup>th</sup> Grade Informed Cho ce Sess ons (A 8<sup>th</sup> Grade Fam es and 8<sup>th</sup> Grade and H gh Schoo Staff must attend even ng event)  
October 23 Fa Fest va Fam y N ght (A staff must attend even ng event)  
October 31 Data Day No Schoo for Scho ars (A Staff Report)  
November 7 Campus eve scho ar dances (A staff must attend even ng event)  
November 22 F rst Tr mester Ends  
November 25 29 Thanksg v ng Break (No schoo for scho ars or staff)  
December 2 Second Tr mester Beg ns  
December 5 Fam y Workshop N ght (A staff must attend even ng event)  
December 9 10 Parent Teacher Conferences (D sm ssa at 1:15pm for scho ars) (A staff must attend even ng event)  
December 23 January 3 W nter Break (No Schoo for Scho ars or staff)  
January 16 Fam y Workshop N ght  
January 17 Data Day No Schoo for Scho ars (A Staff Report)  
February 5 Fam y Workshop N ght  
February 17 21 February Break (No Schoo for Scho ars or Staff)  
February 18 21 February Break Academy for Inv ted Scho ars  
March 2 4 8<sup>th</sup> Grade Informed Cho ce Sess ons (A 8<sup>th</sup> Grade Fam es and 8<sup>th</sup> Grade and H gh Schoo Staff must attend even ng event)  
March 13 Second Tr mester Ends  
March 16 Th rd Tr mester Beg ns  
March 25 27 ELA State Exams (Makeup March 30 Apr 1) D sm ssa at 2:00pm Regu ar D sm ssa for Staff  
Apr 1 2 Parent Teacher Conferences (D sm ssa at 1:15pm for scho ars) (A staff must attend even ng event)  
Apr 3 Student Outreach Day and Adm ss on Lottery (No scho ars) (A staff must attend day me event)  
Apr 9 Campus eve scho ar dances (A staff must attend even ng event)  
Apr 10 Apr 13 M n Spr ng Break  
Apr 18 Enro ment Carn va  
Apr 21 23 Math State Exams (Makeup Apr 24 28) D sm ssa at 2:00pm Regu ar d sm ssa for staff  
Apr 24 Data Day No Schoo for Scho ars (A Staff Report)  
May 4 8 Spr ng Break (No Schoo for Scho ars or Staff)  
May 16 Enro ment Carn va for New y Adm tted Fam es  
May 21 Spr ng Ce ebrat on for Fam es (A staff must attend even ng event)  
June 10 Parent Teacher Conferences (D sm ssa at 1:15pm for scho ars) (A staff must attend even ng event)  
June 17 Last Day of Regu ar Schedu e C asses  
June 18 19 C ass Tr ps for End of Year Ce ebrat ons  
June 18 19 L v ng Env ronment and A gebra l Regents (No 8<sup>th</sup> Grade Scho ars except those test ng)  
June 19 Last Day of Afterschoo Programm ng for M dd e Schoo  
June 22 End of Year Ce ebrat on and Last Day of Schoo (D sm ssa at 1:15pm for scho ars) Regu ar d sm ssa for staff  
June 23 Stepp ng Up Ceremony (8<sup>th</sup> Grade)

# Brooklyn Lab – High School 19/20 Calendar

July 2019						
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August 2019						
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September 2019						
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October 2019						
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November 2019						
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February 2020						
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March 2020						
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April 2020						
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May 2020						
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June 2020						
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	Columbus Day/						
Oct 14, 2019	Indigenous Peoples' Day	Dec 25, 2019	Christmas Day	Feb 17, 2020	Presidents' Day		

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July 20 Enrollment Carnival for New Schools and Families  
 August 1 New Staff Report to work for Professional Development  
 August 5 Returning Staff Report to work for Professional Development  
 August 15 Welcome Dinner and Orientation for High School Families (a high school staff must attend evening event)  
 August 21-23 Prep Academy for New Schools (Dismissal at 1:15pm for schools)  
 August 26 First Day of School for Returning Schools  
 August 30 Dismissal at 1:15pm for schools (dismissal at 2:00pm for staff)  
 September 7 Family Picnic (all grades) (All staff must attend daytime event)  
 September 18 Back to School Family Night (All staff must attend evening event)  
 October 1-3 8th Grade Informed Choice Sessions (All 8th Grade Families and 8th Grade and High School Staff must attend evening event)  
 October 5 8th Grade Informed Choice Sessions (All 8th Grade Families and 8th Grade and High School Staff must attend evening event)  
 October 16 PSAT Day (Dismissal at 1:15pm for schools)  
 October 23 Fall Festival Family Night (All staff must attend evening event)  
 October 31 Data Day No School for Schools (All Staff Report)  
 November 7 Campus evening school dances (All staff must attend evening event)  
 November 22 First Trimester Ends  
 November 25-29 Thanksgiving Break  
 December 2 Second Trimester Begins  
 December 5 Family Workshop Night (All staff must attend evening event)  
 December 9-10 Parent Teacher Conferences (Dismissal at 1:15pm for schools) (All staff must attend evening event)  
 December 23 January 3 Winter Break (No School for Schools or Staff)  
 January 16 Family Workshop Night (All staff must attend evening event)  
 January 17 Data Day No School for Schools (All Staff Report)  
 February 5 Family Workshop Night (All staff must attend evening event)  
 February 17-21 February Break (No School for Schools or Instructional Staff)  
 February 18-21 February Break Academy for Invited Schools  
 March 2-4 8th Grade Informed Choice Sessions (All 8th Grade Families and 8th Grade and High School Staff must attend evening event)  
 March 7 SAT Day (All staff must attend daytime event)  
 March 13 Second Trimester Ends  
 March 16 Third Trimester Begins  
 April 1-2 Parent Teacher Conferences (Dismissal at 1:15pm for schools) (All staff must attend evening event)  
 April 3 Student Outreach Day and Admissions Lottery (No schools) (All staff must attend daytime event)  
 April 9 Campus evening school dances (All staff must attend evening event)  
 April 10 April 17 Spring Break (No School for Schools or Instructional Staff)  
 April 18 Enrollment Carnival (All staff must attend daytime event)  
 April 24 Data Day No School for Schools (All Staff Report)  
 May 2 SAT Day (All staff must attend daytime event)  
 May 4-15 AP Testing (Detailed Schedule to be Released)  
 May 16 Enrollment Carnival for Newly Admitted Families (All staff must attend daytime event)  
 May 21 Spring Celebration for Families (All staff must attend evening event)  
 June 10 Parent Teacher Conferences (Dismissal at 1:15pm for schools) (All staff must attend evening event)  
 June 17 Last Day of Regular Schedule Classes  
 June 18-19 Class Trips for End of Year Celebrations  
 June 22 End of Year Celebration and Last Day of School (Dismissal at 1:15pm for schools) Regular dismissal for staff