

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 16, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310500860963 NY FRENCH-AMERICAN CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 3

4. SCHOOL INFORMATION

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

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Edith Boncompain
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.nyfacs.net

6. DATE OF INITIAL CHARTER

2010-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

 3

 4

 5**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	311 West 120th Street New York, NY 10027	212-666-41 34	MANHATTA N (TOTAL)	k through 5	No	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Edith Boncompain	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Diane Charlet	[REDACTED]		[REDACTED]
Compliance Contact	Edith Boncompain	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Shanita Williams	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

No

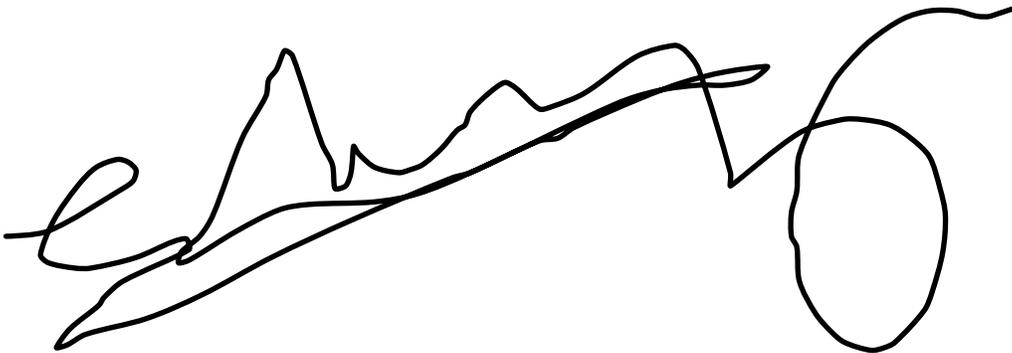
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a series of loops and a large oval at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'R. Anderson' with a long horizontal line underneath.

Thank you.

Appendix A: Progress Toward Goals

Created Friday, July 25, 2014

Updated Thursday, July 31, 2014

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Charter School Name: 310500860963 NY FRENCH-AMERICAN CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=800000067011&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherq>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	• Each year, 75% percent of all 3rd -5th graders will perform at or above Level 3 on the New York State ELA examination.	3rd-5th Grades NYS ELA Test Results	No results yet	
Academic Goal 2	• Each year, 75 percent of 3rd-5th graders will perform at or above Level 3 on the New York State Mathematics examination.	3rd-5th Grades NYS Math Test Results	No results yet	
Academic Goal 3	• Each year, 75 percent of 4th graders will perform at or above Level 3 on the New York State Science examination.	4th Grade NYS Science test	Met	
Academic Goal 4	• Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in English Language Arts and 75% of them will receive a score of 75 out of 100. • Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standard in Math and 75% of them will receive a score of 75 out of 100.	Teacher designed Tests Interim Tests	Partially met	PD planned in data analysis and common planning will be added for SY 2014-15

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Social Studies and 75% of them will receive a score of 75 out of 100.
- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Science and 75% of them will receive a score of 75 out of 100.
- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed test in French Language Arts and 75% of them will receive a score of 75 out of 100.
- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed test in Histoire/Geo and 75% of them will receive a score of 75 out of 100.

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year the school will have a daily student attendance rate of at least 95 percent, in accordance with the NYCDOE guidelines.	ATS Attendance	Met	
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	ATS Enrollment and Discharge Data	Not met	Since the school is not expanding as previously planned, Principal helped with the opening of a Dual Language 6th Grade Class at PS76 (neighbourhood school) to avoid siblings's attrition. We conduct exit interviews when parents leave.
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	DoE Annual Visit Report	Partially met <ul style="list-style-type: none"> • Met state certification requirements. • Exceeded enrollment targets for FRPL and ELL, but not SWD, but did make good faith effort. 	Website makes it clear that we are enrolling Special Needs Students. We also have a large special Ed department with a coordinator and 4 teachers.
Org Goal 4	Enrollment Stability: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained and monitored bi-monthly.	ATS Enrollment Data	Met	
Org Goal 5	Parent Satisfaction: Each year, parents will express satisfaction with the school's program, based on a Survey in which at least 80% of all parents express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.	DoE Survey Results	Results not published yet	

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Parent Satisfaction: Each year, parents will express satisfaction with the school's program, based on a Survey in which at least 80% of all parents express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.	DoE Survey	Survey not yet available	
Org Goal 7	Staff Satisfaction and Retention: Each year, at least 80% of the teachers will express satisfaction with the school leadership and professional development opportunities as determined by the NYCDOE Learning Environment Survey.	DoE Survey	Survey not yet available	
Org Goal 8	Student Satisfaction: Each year at least 80% of the students will express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.	NYC DOE Student Survey administered to >Grade 6. However, internally created survey was administered in 11/13 to Grade 3, 4 and 5 students. Average of 30 items from the NYFACS Student Survey.	Met Average of 30 items from the NYFACS Student Survey.	

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Financial Audit	Not available yet	

Appendix A: Progress Toward Goals

Created Wednesday, July 16, 2014

Page 1

Charter School Name: 310500860963 NY FRENCH-AMERICAN CS

1. NEW YORK STATE REPORT CARD

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<http://data.nysed.gov/reportcard.php?instid=800000067011&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherqu>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	<p>ENGLISH LANGUAGE ARTS</p> <p>Absolute:</p> <ul style="list-style-type: none">Each year, 75% percent of all 3rd -5th graders will perform at or above Level 3 on the New York State ELA examination. <p>Value-Added Performance/ Progress:</p> <ul style="list-style-type: none">For years 2 through 5 of the proposed charter, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the	NYS ELA Tests Results	27.3%	Instructional framing documents were in process of being aligned to Common Core Learning Standards.

	school is expected to demonstrate growth (above 75 percent) in the current year			
Academic Goal 2	<p>MATHEMATICS Absolute:</p> <ul style="list-style-type: none"> Each year, 75 percent of 3rd-5th graders will perform at or above Level 3 on the New York State Mathematics examination. Value-Added Performance/Progress For years 2 through 5 of the proposed charter, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75 percent at or above Level 3 on the current year's State Mathematics exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's mathematics exam, the school is expected to demonstrate growth (above 75 percent) in the current year 	NYS Math Tests Results	31.6%	Instructional framing documents were in process of being aligned to Common Core Learning Standards.
Academic Goal 3	<p>SCIENCE</p> <ul style="list-style-type: none"> Each year, 75 percent of 4th graders will perform at or above Level 3 on the New York State Science examination. 	4th Grade NYS Science Tests Results	94.3%	
Academic Goal 4	<p>Alternative/Internal Assessment Indicators:</p> <p>New York French-American Charter School will also use assessments from the French Ministère de l'Éducation Nationale in French. NYFACS main goal for all K-2 students is to insure that all students can read, write in both French and English, master mathematical and analytical skills on or above level 3. K-2 grade levels are essential for the foundation of student's knowledge and skills. NYFACS will develop and administer standard aligned assessments throughout the year to gauge the progress of students and modify instructional practices based on this data. Specifically, rigorous tests aligned to NYS standards will be designed in each of the school four core subjects (ELA, Math, Social studies, and</p>	DEL F French language proficiency assessment	S13 Reading: 79% Acquired S13 Writing: 78% Acquired Met: Partial	

Science). In addition, FLA and History/Geography will also be assessed using NYFACS designed tests that are aligned to the standards of the French Education Nationale. These tests will be given to students every six to eight weeks.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in English Language Arts and 75% of them will receive a score of 75 out of 100.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standard in Math and 75% of them will receive a score of 75 out of 100.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Social Studies and 75% of them will receive a score of 75 out of 100.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed tests aligned to NYS standards in Science and 75% of them will receive a score of 75 out of 100.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed test in French Language Arts and 75% of them will receive a score of 75 out of 100.

- Beginning year 2010, and each year thereafter, all Kindergarten, grade 1 and grade 2 students will take NYFACS teacher-designed test in Histoire/Geo and 75% of them will receive a score of 75 out of 100.

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year the school will have a daily student attendance rate of at least 95 percent, in accordance with the NYCDOE guidelines.	ATS Attendance	95.42%	
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September. Absolute	ATS Enrollment	73%	Exit Interview In order to avoid attrition, NYFACS partnered with PS76 to open a 6th Grade Dual Language Program
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Meetings and Committees Minutes DoE Site Visit Report Report Cards	<ul style="list-style-type: none"> • Met state certification requirements. • Exceeded enrollment targets for FRPL and ELL, but not SWD. 	Students with Disabilities RTI is implemented It is clear on the school Website that we welcome students with disabilities Build a strong Special Ed Department
Org Goal 4	Enrollment Stability: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained and monitored bi-monthly.	ATS	83%	
Org Goal 5	Parent Satisfaction: Each year, parents will express satisfaction with the school's program, based on a Survey in which at least 80% of all parents express satisfaction with the learning environment at the school as determined by the NYCDOE Learning Environment Survey.	NYC Parent Survey Results	No Data	

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Staff Satisfaction and Retention: Each year, at least 80% of the teachers will express satisfaction with the school leadership and professional development opportunities as determined by the NYCDOE Learning Environment Survey.	NYC Teacher Survey	No Data	
Org Goal 7		NYC Teacher Survey	No Data	

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Financial Compliance: Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Annual Audit Reports	TBD Audit is not available yet	

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 16, 2014
Updated Friday, August 01, 2014

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Charter School Name: 310500860963 NY FRENCH-AMERICAN CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	3664133
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	220
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16564

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	388277
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	134091
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	522367
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	220
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2374

Thank you.

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

Updated Thursday, July 31, 2014

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310500860963 NY FRENCH-AMERICAN CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Audited Financial Statement Checklist

Created Monday, October 27, 2014

Updated Tuesday, October 28, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.



IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

NEW YORK FRENCH AMERICAN CHARTER SCHOOL

**Audited Financial Statements in Accordance
With Government Auditing Standards**

June 30, 2014

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfARB.com

NEW YORK FRENCH AMERICAN CHARTER SCHOOL

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
New York French American Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of New York French American Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

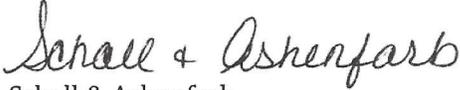
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New York French American Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 17, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


Schall & Ashenfarb
Certified Public Accountants, LLC

October 14, 2014

NEW YORK FRENCH AMERICAN CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2014
(With comparative totals for June 30, 2013)

	<u>6/30/14</u>	<u>6/30/13</u>
Assets		
Cash and cash equivalents (Notes 2c and 2d)	\$55,474	\$13,600
Restricted cash (Note 3)	70,002	1,002
Government grants receivable	49,082	1,139
Grant receivable - New York City (Notes 2b and 5)	7,533	0
Prepaid expenses and other receivables	9,862	3,323
Security deposit and other assets	60,263	60,263
Fixed assets, net (Notes 2f and 4)	<u>412,303</u>	<u>380,483</u>
Total assets	<u><u>\$664,519</u></u>	<u><u>\$459,810</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$467,383	\$584,825
Advance payable - government grants (Notes 2b)	36,114	36,114
Advance payable - New York City (Note 2b and 5)	0	13,023
Loan payable - related party (Note 7)	0	40,000
Rent payable (Note 11)	115,000	10,000
Deferred rent (Note 2g)	<u>191,322</u>	<u>208,714</u>
Total liabilities	<u>809,819</u>	<u>892,676</u>
Net Assets: (Note 2a)		
Unrestricted	(155,168)	(442,734)
Temporarily restricted (Note 8)	<u>9,868</u>	<u>9,868</u>
Total net assets	<u>(145,300)</u>	<u>(432,866)</u>
Total liabilities and net assets	<u><u>\$664,519</u></u>	<u><u>\$459,810</u></u>

*The attached notes and auditors' report
are an integral part of these financial statements.*

NEW YORK FRENCH AMERICAN CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014
(With comparative totals for the year ended June 30, 2013)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/14</u>	<u>Total 6/30/13</u>
Public Support and Revenue:				
Public school district: (Note 2b)				
Revenue - resident student enrollment	\$3,329,035		\$3,329,035	\$2,862,814
Revenue - students with special education services	412,106		412,106	236,266
Subtotal public school district	<u>3,741,141</u>	<u>0</u>	<u>3,741,141</u>	<u>3,099,080</u>
Government grants	152,603		152,603	173,175
After school program	31,312		31,312	0
Contributions	26,520		26,520	26,337
Fundraising income	15,344		15,344	5,984
Other income	1,500		1,500	0
Interest income	97		97	403
Total public support and revenue	<u>3,968,517</u>	<u>0</u>	<u>3,968,517</u>	<u>3,304,979</u>
Expenses:				
Program Services:				
Regular education	2,446,863		2,446,863	2,629,997
Special education	743,244		743,244	546,490
Total program services	<u>3,190,107</u>	<u>0</u>	<u>3,190,107</u>	<u>3,176,487</u>
Supporting services:				
Management and general	472,156		472,156	552,983
Fundraising	18,688		18,688	48,743
Total supporting services	<u>490,844</u>	<u>0</u>	<u>490,844</u>	<u>601,726</u>
Total expenses	<u>3,680,951</u>	<u>0</u>	<u>3,680,951</u>	<u>3,778,213</u>
Change in net assets	287,566	0	287,566	(473,234)
Net assets - beginning	<u>(442,734)</u>	<u>9,868</u>	<u>(432,866)</u>	<u>40,368</u>
Net assets - ending	<u>(\$155,168)</u>	<u>\$9,868</u>	<u>(\$145,300)</u>	<u>(\$432,866)</u>

*The attached notes and auditors' report
are an integral part of these financial statements.*

**NEW YORK FRENCH AMERICAN CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014**

(With comparative totals for the year ended June 30, 2013)

	Program Services			Supporting Services			Total Expenses 6/30/14	Total Expenses 6/30/13 *
	Regular Education	Special Education	Total	Management and General	Fundraising	Total		
Salaries	\$1,309,867	\$403,442	\$1,713,309	\$132,014	\$3,883	\$135,897	\$1,849,206	\$1,569,951
Fringe benefits and payroll taxes	346,052	106,585	452,637	34,876	1,026	35,902	488,539	317,698
Total personnel costs	1,655,919	510,027	2,165,946	166,890	4,909	171,799	2,337,745	1,887,649
Professional development	2,187	674	2,861	221	6	227	3,088	41,800
Legal fees			0	48,534		48,534	48,534	120,878
Professional fees - other	20,082	3,553	23,635	168,717	17	168,734	192,369	413,314
Student and staff recruitment	21,169	6,520	27,689	2,133	63	2,196	29,885	2,561
Curriculum and classroom supplies	49,603	6,131	55,734			0	55,734	149,755
Supplies and materials			0	6,210	690	6,900	6,900	39,147
Food services	8,894	1,099	9,993			0	9,993	80,447
Student transportation services			0			0	0	200
Travel and conferences	67	21	88	7		7	95	4,953
Postage, printing and copying	4,014	595	4,609	54	2	56	4,665	6,460
Insurance	16,153	4,975	21,128	1,628	48	1,676	22,804	28,509
Information technology	26,313	8,104	34,417	2,652	78	2,730	37,147	41,883
Non-capitalized equipment	754	93	847			0	847	1,496
Repairs and maintenance	120,826	37,215	158,041	12,177	358	12,535	170,576	202,234
Occupancy and facility costs	349,552	107,663	457,215	35,230	1,036	36,266	493,481	529,532
Utilities	108,300	33,357	141,657	10,914	321	11,235	152,892	162,186
Depreciation	55,673	17,148	72,821	5,611	165	5,776	78,597	55,730
Special events			0		10,989	10,989	10,989	5,480
Other	7,357	6,069	13,426	11,178	6	11,184	24,610	3,999
Total other than personnel costs	790,944	233,217	1,024,161	305,266	13,779	319,045	1,343,206	1,890,564
Total expenses	\$2,446,863	\$743,244	\$3,190,107	\$472,156	\$18,688	\$490,844	\$3,680,951	\$3,778,213

* Reclassified for comparative purposes.

*The attached notes and auditors' report
are an integral part of these financial statements.*

NEW YORK FRENCH AMERICAN CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014
(With comparative totals for the year ended June 30, 2013)

	6/30/14	6/30/13
Cash Flows from Operating Activities:		
Change in net assets	\$287,566	(\$473,234)
Adjustments to reconcile change in net assets to net cash provided by/(used for) operating activities:		
Depreciation expense	78,597	55,730
(Increase)/decrease in assets:		
Restricted cash	(69,000)	24,000
Government grants receivable	(47,943)	10,471
Contributions receivable	0	129,864
Grant receivable - New York City	(7,533)	13,000
Prepaid expenses and other receivables	(6,539)	30,128
Security deposit and other assets	0	(2,285)
Increase/(decrease) in liabilities:		
Accounts payable and accrued expenses	(117,442)	296,736
Advance payable - government grants	0	36,114
Advance payable - New York City	(13,023)	13,023
Rent payable	105,000	0
Deferred rent	(17,392)	36,719
Total adjustments	(95,275)	643,500
Net cash provided by operating activities	192,291	170,266
Cash Flows from Investing Activities:		
Purchase of furniture and equipment	(110,417)	(229,598)
Net cash used for investing activities	(110,417)	(229,598)
Cash Flows from Financing Activities:		
Proceeds from loans	10,000	40,000
Loan repayments	(50,000)	0
Net cash (used for)/provided by financing activities	(50,000)	40,000
Net increase/(decrease) in cash and cash equivalents	41,874	(19,332)
Cash and cash equivalents - beginning	13,600	32,932
Cash and cash equivalents - ending	\$55,474	\$13,600
Supplemental disclosures:		
Interest paid - \$626		
Taxes paid - \$0		

*The attached notes and auditors' report
are an integral part of these financial statements.*

NEW YORK FRENCH AMERICAN CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

Note 1 - Organization and Nature of Activities

New York French American Charter School (the "School"), located in Manhattan, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The School provides a full range of educational services appropriate for kindergarten, first, second, third and fourth grade levels. The School completed the 2013-2014 fiscal year, with an average enrollment of approximately 246 students with the addition of the fifth grade level which started this year. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

On September 15, 2009, the School was granted a provisional charter by the University of the State of New York, Education Department ("NYSED) for a term up through and including September 14, 2014. Such a provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law. On May 19, 2014, the School was granted an extension for a term up through and including June 30, 2017.

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. The School has not been designated a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than when received or paid. All significant receivables, payables and other liabilities have been reflected.

The School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted.
- *Permanently restricted* – accounts for activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2014.

b. Revenue Recognition

Public school district revenue is recognized based on rates established by the School's funding source and the amount realizable on the accrual basis in the period during which services are provided.

The terms of each government grant are reviewed to determine if they contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they contain traits more similar to contracts for service. The difference between grant revenue earned and cash received is reflected as grants receivable or advance payable.

Contributions are recorded as revenue at the earlier of the receipt of cash or when pledges are considered unconditional in nature. Contributions are considered available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded as temporarily restricted.

Contributions expected to be received within one year are recorded at their net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Conditional contributions received are recorded as liabilities and are recognized as income when the conditions have been substantially met.

c. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents.

d. Concentration of Credit

Financial instruments which potentially subject the School to concentration of credit risk consist of cash and money market accounts, which have been placed with a financial institution that management deems to be creditworthy. At times, balances may exceed federally insured limits. At year-end, there were no significant uninsured balances.

e. Allowance for Uncollectible Receivables

Management has not established a reserve for uncollectible receivables because they deem all receivables to be fully collected based on specific identification and analysis. Write-offs will be recorded as an expense in the year they are deemed to be uncollectible.

f. Fixed Assets and Capitalization Policy

Furniture and equipment are stated at cost or at fair value on the date of the gift, if donated. The School capitalizes fixed assets in excess of pre-defined amounts that have a useful life of more than one year. Depreciation was computed using the straight-line method over the estimated useful lives of the respective assets, as follows:

Office equipment – 5 years

Computer equipment – 3 years

Furniture and fixtures – 7 years

Leasehold improvements – *Life of lease*

- g. Deferred Rent
Rent expense is recorded on the straight-line basis over the life of the lease. Rent expense recognized in excess of cash payments, primarily due to free rent received at the beginning of the lease, is reflected as deferred rent. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero by the end of the lease term.
- h. Functional Allocation of Expenses
The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying statements of activities and functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.
- i. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
- j. Summarized Comparative Information
The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.
- k. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2012 (the initial filing period) and later are subject to examination by applicable taxing authorities.
- l. Subsequent Events
Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 14, 2014, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Furniture and Equipment

At year-end, fixed assets consisted of the following:

	<u>6/30/14</u>	<u>6/30/13</u>
Leasehold improvements	\$441,727	\$342,227
Furniture and equipment	<u>137,666</u>	<u>126,749</u>
Total fixed assets – cost	579,393	468,976
Less: accumulated depreciation	<u>(167,090)</u>	<u>(88,493)</u>
Furniture and equipment, net	<u>\$412,303</u>	<u>\$380,483</u>

Note 5 - Advance Payable – New York City Department of Education

	<u>6/30/14</u>	<u>6/30/13</u>
Beginning advance payable	(\$13,023)	\$0
Payments recovered	11,280	0
Funding based on allowable FTE's	3,741,141	3,099,080
Advances received	<u>(3,731,865)</u>	<u>(3,112,103)</u>
Ending grants receivable/(advance payable)	<u>\$7,533</u>	<u>(\$13,023)</u>

Note 6 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. For the years ended June 30, 2014 and 2013, approximately 94% of the School's total support and revenue was from NYCDOE.

Note 7- Loan Payable – Related Party Transactions

In June 2013, the School entered into an interest free loan with a board member in the amount of \$40,000 which was repaid in July 2013.

Note 8- Temporarily Restricted Net Assets

Net assets were restricted for the purchase of computer smart boards.

Note 9- Line of Credit

The School has a \$50,000 revolving line of credit with a financial institution. During the fiscal year, \$10,000 was borrowed and repaid. As of June 30, 2014, the entire line was available.

Note 10 - Retirement Plan

The School sponsors a 401(k) profit sharing plan. Employees that were employed on January 1, 2011 or who have completed at least 1,000 hours and are employed on the last day of the plan year are eligible to participate. Eligible employees may designate a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. The plan provides for discretionary employer matching contributions on an annual basis for eligible employees. In September 2013, the School reached an agreement with the United Federation of Teachers ("UFT"), and agreed to match up to 4% of eligible employees' salaries to the 401(k). For the year ended June 30, 2014 there were \$6,268 of

employer contributions. For the year ended June 30, 2013, there were none.

Note 11 - Commitments and Contingencies

- a. Government contracts are subject to audit by the grantor. Management does not anticipate any material disallowances to result from those audits and has not established any reserves. Any disallowances will be expensed when a liability becomes probable of requiring a payout.
- b. In the normal course of business, the School is involved in proceedings, lawsuits and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2014 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements.
- c. Under the agreement referred to earlier with UFT, the School recognizes the UFT as the exclusive collective bargaining representative of school faculty. The agreement expires June 30, 2015.
- d. The School has an operating lease for classroom space and administrative offices that expires in June 2020, with an option to extend the lease for five more years. In June 2013, the School entered into an agreement with the landlord to defer \$120,000 of rent payments which requires repayments of \$5,000 per month beginning June 2014 and ending May 2016.

Future minimum lease payments are as follows:

For the year ended:	June 30, 2015	\$502,476
	June 30, 2016	512,139
	June 30, 2017	512,139
	June 30, 2018	512,139
	June 30, 2019	531,465
	Thereafter	<u>531,465</u>
		<u>\$3,101,823</u>

Note 12- Notice of Probation

In December 2011, the School received a Notice of Probation from the NYCDOE for various materials and substantial charter and other violations of laws and regulations. NYCDOE provided the School with specific terms and conditions that must be met on an ongoing monthly basis.

In October 2012, the School received a Notice of Extension of Probationary Status from NYCDOE. The School was cited for additional, various material and substantial violations of laws and regulations. The terms of the notice indicated that if at the end of the extended probation period, which expired August 31, 2013, the School had demonstrated full compliance with applicable law and charter terms, the School would be removed from probation.

In December 2013, the NYCDOE released the School from its Notice of Probation.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

To the Board of Trustees of
New York French American Charter School

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New York French American Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 14, 2014.

Internal Control over Financial Reporting

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

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

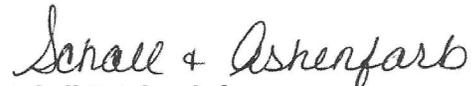
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during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

Compliance and Other Matters

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

Purpose of this Report

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


Schall & Ashenfarb
Certified Public Accountants, LLC

October 14, 2014

**NEW YORK FRENCH AMERICAN CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2014**

Current Year:

None

Prior Year:

13-1 - Payroll Process and Withholding Taxes

Resolution: The School has hired an operations manager who is experienced with payroll processing and reporting requirements. In addition assistance is provided by the finance consultants.

13-2 - Cash - Escrow Account

Resolution: The School transferred funds in August 2013 to bring the escrow balance into compliance with NYCDOE.

13-3 - Government Grant Reimbursements - Charter School Program

Resolution: The School engaged the financial consultants to prepare the government grant reports mid-year and as a result this matter was resolved.

Observations and Recommendations

To Board of Directors of
New York French American Charter School

As a result of our audit for the year ended June 30, 2014, we want to provide a follow up on comments from the prior year audit and notify you of new regulations based on the Nonprofit Revitalization Act that was issued in December 31, 2013, effective July, 2014:

I - New Comments

Conflicts of Interest Policies

Every nonprofit corporation is required to adopt a conflicts of interest policy (CIP). The policy should include the following:

- Definition of circumstances that constitute a conflict.
- Procedures for disclosing a conflict to the audit committee, or if none, to the full board.
- Prohibit the person with the conflict from being present at or participating in board or committee deliberation or vote on the matter.
- Prohibit the person with the conflict to improperly influence the deliberation or vote.
- A requirement to document in corporate records, including minutes of any meeting at which the matter was discussed or voted on, each existence and resolution of a conflict.
- Procedures for disclosing to the board of directors or trustees.

Of particular note, the CIP must be signed before a person becomes a member of the board. In addition each year the board members must provide a statement (annual declaration) that certifies to the best of their knowledge that they had no transactions with or which identifies all organizations that they are a director, officer, trustee, member, owner or employee of that the corporation has transactions with.

Regarding transactions with related parties, a nonprofit corporation cannot enter into such a transaction unless the board determines it is fair, reasonable and in the corporation's best interest **at the time** of determination. Charitable corporations should also:

- Consider alternate transactions prior to entering into a related party transaction.
- Approve the transaction by not less than a majority vote of the directors or committee members present at the meeting.
- Contemporaneously document, in writing, the basis for board or committee approval, including consideration of any alternate transactions.

Each director, officer, and key employee who has an interest in a related party transaction, shall disclose in good faith to the board or designated committee, all material facts related to the transaction.

Based on our review of the School's conflict of interest policy which was included in the NYFACS Employee handbook, we suggest consideration be made to revising the existing policy in the following areas:

1. Outline the definition and situations that constitute a conflict to agree with the NPRA and expand to include "immediate" relatives, and companies they are employed by (within the past 3 years,) or have a substantial financial interest in (including affiliates).
2. Document the consideration of alternate transactions (or the lack thereof due to unique circumstances).
3. Consider having the audit committee be responsible for the oversight of the CIP, since it is required to be performed solely by a committee of independent directors.
4. Describe in more detail the process for reviewing and approving a potential conflict (and for this process to take place before the transaction takes place), deliberating on the matter, and how the resolution should be documented. The number of members present for the vote and the results thereof should be included in the documentation, which should be done contemporaneously.
5. Expand the prohibition of the person with the potential conflict from the deliberation process in addition to the actual vote. The conflicted party may provide additional information at the request of the committee.
6. Clarify that the person with the potential conflict is prohibited from lobbying other members to support their position.
7. Add a requirement that all new board members be required to sign a statement **prior** to joining the board as part of the vetting process.
8. Outline the process for the committee that is providing this oversight to report to the full board.

We suggest a review of your policies be made and updates implemented to conform to the subtlety of the new law.

II - Follow-up of Prior Year Comments

Payroll Process and Withholding Taxes

In the prior year we noted after being contracted with the School mid-fiscal year and beginning an analysis of the existing payroll practices, the financial consultants identified approximately \$61,000 of salary related expenses that bypassed the controls instituted with the outside payroll processing company and instead were paid through the operating account. As a result, incorrect amounts were reported on payroll tax reports and W-2's. In addition, payroll taxes were not properly calculated or remitted.

We recommended that the School take the necessary corrective actions to amend all quarterly payroll tax filings and W-2's for the effected periods. The School will need to contact the employees whose 2012 W-2 will be impacted by this change.

We have been informed that prospectively, the financial consultants will be responsible for reviewing the payroll roster before processing payroll. We will review this and report back as part of next year's audit.

Follow up for fiscal year 2014: We did not note any similar errors in the current year. However, the School has not taken the necessary corrective actions to amend all quarterly payroll tax filings and W-2's for the effective periods. We would like to note that the New York State Education Department Fiscal Oversight Guidebook stresses the importance of taking corrective action for all findings reported in the management letter.

Escrow Account

In the prior year we noted the New York City Department of Education requires charter schools to maintain an escrow account. At June 30, 2013, the escrow account balance was required to be at \$70,000 however the School transferred the funds from this account to operations leaving a balance of approximately \$1,000.

We recommended that in the future, the School refrain from withdrawing funds set aside in the escrow account without DOE's express approval.

Follow up for fiscal year 2014: We noted that the escrow account balance was restored to the required amount. As such this matter has been resolved.

Government Grant Reimbursements

We noted the final expenditure summary filed with the New York State Education Department for the Charter School Program (CSP) was based on the program budget and not on actual expenses. As a result, the School was overpaid by approximately \$36,000 which will need to be refunded back to NYSED. We recommend that expense reimbursement reports filed with government agencies be prepared based on actual expenses and reconciled to the books prior to be submitting to ensure allowable expenses are reported for reimbursement.

Follow up for fiscal year 2014: We did not note a recurrence of this matter in the course of our field work. We noted that the liability remained on the books as of June 30, 2014. Management has informed us that the School will reimburse New York State for these funds in FY 2015. We will report on this matter in our next audit.

Cash Management – Current Year Deficit

In the prior year the School experienced a large net operating deficit for the fiscal year ended June 30, 2013 which puts its unrestricted net asset balance at \$443,000. We recommended that a strategic plan be enacted and a strict budgeting system be put in to place that does not allow for expenditures to be incurred that have not been budgeted for.

Follow up for fiscal year 2014: This matter has improved. The School closed the year with a surplus. However liquidity still remains a challenge. We recommend continued monitoring of the cash management on a monthly basis to ensure positive working capital and monitor expenses.

Independent contractors versus employees

In the prior year we noted twelve substitute teachers and an additional twelve individuals hired as temporary help were paid as independent contractors. There are several factors to consider when making the determination of whether workers should be treated as independent contractors versus

employees. To summarize, when the employer has control over the terms of the assignment, the worker is generally considered an employee. We caution you that if a regulatory body were to perform an audit, there is the risk that some of these individuals might be determined to be employees. We recommend that the School perform a review to evaluate whether substitute teachers and temporary help contain traits more commonly associated with independent contractors or employees. If the determination is that they are contractors, we recommend that the School create an agreement that clearly highlights those factors. If it is determined that these individuals contain traits more common to employees then their work status should be changed to be employees.

Follow up for fiscal year 2014: We noted nine substitute teachers paid as independent contractors in September and October 2013. By November 2013, the School determined that the contractors met the criteria of part-time employees and were paid through payroll for the remainder of the fiscal year. This matter is resolved.

Filing Documents

In the prior year we noted that various documents and invoices could not be easily located. We recommended that a better filing system be established.

Follow up for fiscal year 2014: The School utilized the filing system implemented by the finance consultants. As such this matter has been resolved.

Debit Cards

In the prior year we noted missing receipts for charges made to the debit card. We recommended that the School follow the same procedures for the use of the debit cards as with traditional checks, which essentially requires the use of a payment request form that is approved by the Principal. The School should continue to utilize the debit card processing procedures that were set up mid-year by the finance consultants.

Follow up for fiscal year 2014: The School utilized the debit card processing implemented by the finance consultants. This matter was resolved.

Lack of Segregation of Duties-Cash Disbursements

In the prior year we noted that segregating job functions is an important control to help prevent a situation where an error or irregularity could occur and not be prevented, detected and corrected by another employee in his/her normal course of assigned duties. In small organizations with a limited number of staff, it can often be challenging to identify controls to overcome this inherent weakness. We identified that the director of finance prepared the checks, signed them and had access to the general ledger. We recommended segregating these functions by removing the check signing authority from the director of finance and implementing a dual signature authority for checks over a certain dollar amount.

Follow up for fiscal year 2014: We noted that the board instituted a policy of dual signature on checks \$5,000 and over where the second signature is a board member. We noted that the finance manager does not have check signing authority. As such this matter is resolved.

Preparation of Bank Reconciliations

In the prior year we recommended that the director of finance request the bank to provide copies or scans of all cancelled checks and that they be reviewed for proper signature and compared to the payee information to the books as part the bank reconciliation process.

Follow up for fiscal year 2014: In March 2014, the School arranged to receive copies of cancelled checks with the bank statement. As such this matter has been resolved.

Banking Activities and Statements

In the prior year we recommended that a board member be provided with read/view only access to the bank accounts and that someone independent of the cash disbursement process provide a review of bank transactions for any potential unauthorized charges.

Follow up for fiscal year 2014: This matter still existed as such we repeat our recommendation.

Board Governance Matters and Form 990

Compensation of Management

In the prior year we informed you that Form 990 contains a question about whether there is a formal process in place to determine compensation of the CEO, executive director, top management official and key employees. The question asks whether there is a review and approval by independent persons, based on comparability data, with the decision and basis for conclusion contemporaneously documented. The process needs to be described in an attached schedule.

We were informed that the board reviewed management compensation in executive sessions. However, we did not see a discussion and deliberation of this documented in the minutes. We recommend that the board document the deliberations about the decision making process and the type of comparables used, which should be done contemporaneously (within 60 days of the decision or before the next board meeting).

Follow up for fiscal year 2014: We noted the board minutes documented the approval of the principal's contract, however the minutes did not document the use of comparable salary studies in its decision. We recommend that the minutes reflect the type of comparable salary studies used.

Travel reimbursement policies

In the prior year we noted Form 990 contains a question about whether the charitable organization has policies that prohibit the payment of reimbursement of travel expenditures for first class travel, and for spouses, dependents, or others who are accompanying individuals conducting business for the organization unless they too are conducting business for the organization. We recommend this policy be adopted before the end of the year. We have submitted templates for your guidance.

Follow up for fiscal year 2014: This condition still existed as such we repeat our recommendation.

Noncompliance with laws and contract

In the prior year we reported that a review by NYC Department of Education indicated several charter violations that were deemed to be material and substantial. Specifically, the following problems were noted:

- Background checks for hiring personnel were not performed
- Procedures in the discipline code were not followed, monitoring plan and personnel policy
- Certified teachers were not recruited

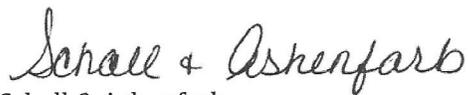
Due to this noncompliance, the School was placed on probation. The School was required to create a Remedial Action Plan and follow through with the procedures of that Plan.

We recommended that the board of directors establish a sub-committee to monitor the status of the Remedial Action Plan and its implementation.

We noted on October 18, 2012, the NYCDOE issued a Notice of Extension of Probationary Status to the School, extending the probation to August 31, 2013. The notice cited serious violations of laws and regulations with respect to teacher certification and the appropriate capacity of the board of trustees to govern the School. The board is required to create a comprehensive Remedial Action Plan to address the concerns described in the notice no later than November 15, 2012. We recommended the board comply with the NYCDOE requests in that notice, create the Remedial Action Plan and establish a monitoring process to ensure compliance with the plan.

Follow up for fiscal year 2014: NYCDOE removed the Notice of Probation from the School. As such this matter has been resolved. We also noted that the School's charter was extended for three years.

This report is intended solely for the information and use of the audit and finance committee, the board of directors and management and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.


Schall & Ashenfarb
Certified Public Accountants, LLC

October 14, 2014

New York French American Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

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.

PROJECTED BUDGET FOR 2014-2015							Assumptions	
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable	
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.								
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Total Revenue	2,716,686	700,584	-	43,307	601,102	4,061,679		
Total Expenses	2,418,561	700,584	-	9,606	601,102	3,729,854		
Net Income	298,125	0	-	33,701	(0)	331,826		
Actual Student Enrollment	234	23	-	-	-	-		
Total Paid Student Enrollment	257	23	-	-	-	280		
PROGRAM SERVICES								
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Therapists & Counselors	-	-	-	-	-	-		
Other	-	18,915	2,102	-	-	21,017	Saturday and Summer Academy Staff Members; Pupil Allocation	
TOTAL INSTRUCTIONAL	23	1,045,578	331,705	-	-	1,377,283		
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-		
Librarian	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other	-	45,705	5,078	-	-	50,783	Morning Program/Lunch Duty; Pupil Allocation	
TOTAL NON-INSTRUCTIONAL	-	45,705	5,078	-	-	50,783		
SUBTOTAL PERSONNEL SERVICE COSTS	29	1,214,012	367,278	-	2,033	1,842,156		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	92,870	28,185	-	141	19,730	140,925	Payroll Allocation, See Allocation Tab	
Fringe / Employee Benefits	230,937	70,087	-	350	49,061	350,436	Payroll Allocation, See Allocation Tab	
Retirement / Pension	19,770	6,000	-	30	4,200	30,000	Payroll Allocation, See Allocation Tab	
TOTAL PAYROLL TAXES AND BENEFITS	343,577	104,272	-	521	72,991	521,361		
TOTAL PERSONNEL SERVICE COSTS	-	1,557,588	471,551	-	2,554	331,823	2,363,517	
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	12,000	12,000	Direct Allocation	
Legal	-	-	-	-	40,000	40,000	Direct Allocation	
Management Company Fee	-	-	-	-	70,000	70,000	Direct Allocation	
Nurse Services	-	-	-	-	-	-		
Food Service / School Lunch	-	-	-	-	-	-		
Payroll Services	5,272	1,600	-	8	1,120	8,000	Payroll Allocation, See Allocation Tab	
Special Ed Services	-	-	-	-	-	-		
Titlement Services (i.e. Title I)	-	-	-	-	-	-		
Other Purchased / Professional / Consulting	31,565	9,580	-	48	6,706	47,899	Payroll Allocation, See Allocation Tab	
TOTAL CONTRACTED SERVICES	36,837	11,180	-	56	129,826	177,899		
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-		
Classroom / Teaching Supplies & Materials	11,880	1,320	-	-	-	13,200	Pupil Allocation, See Allocation Tab	
Special Ed Supplies & Materials	-	-	-	-	-	-		
Textbooks / Workbooks	40,500	4,500	-	-	-	45,000	Pupil Allocation, See Allocation Tab	
Supplies & Materials other	-	-	-	-	-	-		
Equipment / Furniture	-	-	-	-	-	-		
Telephone	3,295	1,000	-	5	700	5,000	Payroll Allocation, See Allocation Tab	
Technology	2,307	700	-	4	490	3,500	Payroll Allocation, See Allocation Tab	
Student Testing & Assessment	-	-	-	-	-	-		
Field Trips	3,470	386	-	-	-	3,855	Pupil Allocation, See Allocation Tab	
Transportation (student)	-	-	-	-	-	-		
Student Services - other	-	-	-	-	-	-		
Office Expense	17,793	5,400	-	27	3,780	27,000	Payroll Allocation, See Allocation Tab	
Staff Development	6,590	2,000	-	10	1,400	10,000	Payroll Allocation, See Allocation Tab	
Staff Recruitment	6,590	2,000	-	10	1,400	10,000	Payroll Allocation, See Allocation Tab	
Student Recruitment / Marketing	-	-	-	-	-	-		
School Meals / Lunch	9,000	1,000	-	-	-	10,000	Pupil Allocation, See Allocation Tab	
Travel (Staff)	-	-	-	-	-	-		
Fundraising	-	-	-	6,000	-	6,000	Direct Allocation	
Other	102,858	11,429	-	-	-	114,287	Pupil Allocation, See Allocation Tab; NYSTL	
TOTAL SCHOOL OPERATIONS	204,282	29,734	-	6,056	7,770	247,842		
FACILITY OPERATION & MAINTENANCE								
Insurance	9,885	3,000	-	15	2,100	15,000	Payroll Allocation, See Allocation Tab	

New York French American Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

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.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	2,716,686	700,584	-	43,307	601,102	4,061,679	
Total Expenses	2,418,561	700,584	-	9,606	601,102	3,729,854	
Net Income	298,125	0	-	33,701	(0)	331,826	
Actual Student Enrollment	234	23				-	
Total Paid Student Enrollment	257	23				280	
PROGRAM SERVICES							SUPPORT SERVICES
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	55,356	16,800	-	84	11,760	84,000	Payroll Allocation, See Allocation Tab
Building and Land Rent / Lease	374,520	113,663	-	568	79,564	568,316	Payroll Allocation, See Allocation Tab
Repairs & Maintenance	32,476	9,856	-	49	6,899	49,280	Payroll Allocation, See Allocation Tab
Equipment / Furniture	-	-	-	-	-	-	
Security	26,360	8,000	-	40	5,600	40,000	Payroll Allocation, See Allocation Tab
Utilities	70,513	21,400	-	107	14,980	107,000	Payroll Allocation, See Allocation Tab
TOTAL FACILITY OPERATION & MAINTENANCE	569,110	172,719	-	864	120,903	863,596	
DEPRECIATION & AMORTIZATION	50,743	15,400	-	77	10,780	77,000	Payroll Allocation, See Allocation Tab
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	2,418,561	700,584	-	9,606	601,102	3,729,854	
NET INCOME	298,125	0	-	33,701	(0)	331,826	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location							
School District 2 (Enter Name)							
School District 3 (Enter Name)	234	23	257				
School District 4 (Enter Name)							
School District 5 (Enter Name)							
TOTAL ENROLLMENT	234	23	257				
REVENUE PER PUPIL	11,610	30,460	-				
EXPENSES PER PUPIL	10,336	30,460	-				

Appendix F: BOT Membership Table

Created Thursday, July 31, 2014

Page 1

310500860963 NY FRENCH-AMERICAN CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Richard Ortoli	Chair/President	Yes	Law	April 18, 2012 -2 years and 3 months April, 18 2015	
2	Carine Pena	Vice Chair/Vice President	Yes	Finance	December, 18 2012-1 year and 8 months December, 18 2015	
3	Andolyn Brown	Secretary	Yes	Education	March 13, 2012- 3 years	
4	Diane Rosen		Yes	Law and mediation	February 12, 2013-1 year and 6 months February, 12 2016	
5	Nicole Lloyd Abdou		Yes	Real Estate	June 2012 - 2 years and 1 month June 2015	
6	Mason Mallory		Yes	Finance	August 7, 2013-1 year August, 7 2016	
7	Pierre Fontaine	Other	No	PTO president	June 13, 2014-1 month and 1/2 June 13, 2015	
8	Amandine Courtois	Parent Rep	No		June 13, 2014-1 month and 1/2 June 13, 2015	
9	James Zika		No	Marketing and education	July 8, 2014-1 month July 8, 2017	
10	Daniel Vos		No	Real Estate	June 10, 2014-2 months June 10, 2017	
11	Rebecca Engle		No	Fundraising	June 10, 2014-2 months June 10, 2017	
12	Dionne Beckford		No	Education	June 10, 2014- 2months June 10, 2017	

2. Total Number of Members Joining Board during the 2013-14 school year

5

3. Total Number of Members Departing the Board during the 2013-14 school year

3

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

15

5. How many times did the Board meet during the 2013-14 school year?

12

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.

Plan of Action for 2013-2014 plan for efforts to be taken in 2014-2015 to attract and retain a greater enrollment of students with disabilities, and English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Special Education- In 2011-2012 NYFACS opened its first CTT class and some minimal OT and Speech services for students. With the addition of a Social Worker at the end of the school year, services began to increase. Throughout the summer, the evaluation process continued in order to be able to offer services at the beginning of the 2012-2013 and for year, 2012-2013, this program was expanded to include four CTT classes. In addition to CTT class, our special Ed teachers organize weekly SETTTS interventions for some students. Our Special Education Coordinator also works closely with our team of Special Education Teachers to make sure that our special needs students are best served in full compliance with their IEPs. We developed a system to make sure that IEPs were efficiently processed, thus increasing the numbers of students in need being served. As of now, we have 16% of our students with an active IEP. We increased our family outreach as well with a designated parent coordinator/family worker in order to ensure inclusion of all families and services to meet their needs. We continue to recruit Teachers with proven excellence with special education students as well as to help our teachers to obtain additional certifications in Special Education. For year 2014-2015, we will add another teacher to our Special Education Department rising the number of special Ed teachers to 4. In order to ensure that these students were receiving speech and OT services as well as counseling in house, we are in constant communication with the Committee on Special Education and Mana Traore. Shanita Williams also spent most of the beginning of the year going around all classes to observe teachers and students, in order to ensure that students were not wrongly evaluated but that our entire team could also use the RTI model.

ELL- Our student population is 26% ELL. This school year, 2013-2014, all students are in compliance with their Home Language Survey (HLS) form and LAB-R if necessary. In addition, students pass the NYSESLAT annually and are expected to make progress each year. Because of our very diverse population, we made sure that ESL classes were organized to respond to the needs of these students. NYFACS has also an open door policy and is always willing to greet more students with no English backgrounds but also providing them with a structure that allows them to succeed. In addition, the bilingual programming in the school allows for a two way bilingual programming offering the best individualized program for French Heritage speakers and recent immigrants. The Parent Coordinator who speaks many of the languages spoken by our community is able to translate for matters of discipline, school policy, and access to services, which ensures the inclusion of the ELLs within the school community. All correspondence to parents is bilingual whenever possible. The school translates internally in order to reach all parents. In our outreach efforts (see below), we also aimed at the francophone population of the area.

# of ELL Students						
Grade	08/09	09/10	10/11	11/12	12/13	13/14
K	n/a	n/a	6	11	9	5
1	n/a	n/a	3	16	7	14
2	n/a	n/a	6	4	3	10
3	n/a	n/a	n/a	6	7	14
4	n/a	n/a	n/a	n/a	3	8
5	n/a	n/a	n/a	n/a	n/a	10
6	n/a	n/a	n/a	n/a	n/a	
7	n/a	n/a	n/a	n/a	n/a	
8	n/a	n/a	n/a	n/a	n/a	
9	n/a	n/a	n/a	n/a	n/a	
10	n/a	n/a	n/a	n/a	n/a	
11	n/a	n/a	n/a	n/a	n/a	
12	n/a	n/a	n/a	n/a	n/a	
Total	0	0	15	37	29	61

Low Income- In 2011-2012, one challenge at NYFACS came as a result of not receiving all documents or having proper explanations as how to fill these forms out. In 2012-2013, NYFACS Leadership also participated in a training on McKinley-Vento Act. Our Parent Coordinator has also been trained in procedures for students in temporary housing. Additionally our parent coordinator helps to explain the lunch form and how to fill it out while also ensuring correct identification and entry of these students into our automated ATS system.

During SY 2013-2014, 63% of our students population were Free and Reduced Lunch. We are therefore receiving Title I funds that we have used to start an afterschool program for title 1 students in order to ensure that their academic level is not affected by their title one status, as well as Saturday Academy.

Outreach- In 2013-2014, NYFACS created a Marketing Committee that has been responsible for our outreach efforts. James Zika, a parent and a board member is piloting the committee. A new flyer has been created with the help of Tamara Zouboff, PTO parent representative. We have listed all the African Association, stores of our neighborhood and distributed our flyers. We have also created an email list of all major francophone newspapers and blasted several press releases. We met with our CB 10 committee as well as the CB3's. We held a booth at Harlem Bastille Day, Morningside Green Market and African Community Health and Immigration Fair. More largely, we have posted adds in Manhattan Family and the French Yellow Pages. We also held 6 open houses. We were also a possible choice on the DOE roster. It increased our waiting list in Kindergarten from 123 last year to 239 this year.

Appendix I: Teacher and Administrator Attrition

Created Thursday, July 31, 2014

Page 1

Charter School Name: 310500860963 NY FRENCH-AMERICAN CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
22	8	7

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
7	2	5

Thank you

Appendix J: Uncertified Teachers

Created Thursday, July 31, 2014

Page 1

Charter School Name: 310500860963 NY FRENCH-AMERICAN CS

Note Definition of FTE:

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

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

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

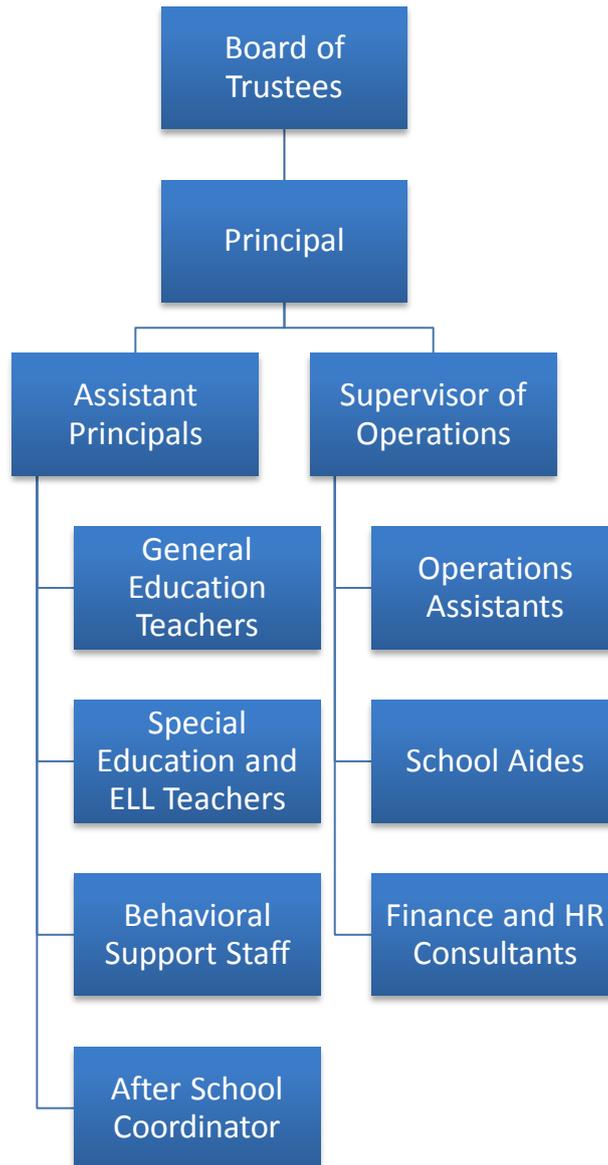
	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	5

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

5

Thank you.

NYFACS Organizational Chart



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8b6c5>

Page 1

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

1. Trustee Name:

Voyka Soto

2. Charter School Name:

New York French-American Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

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

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Classroom Teacher
---	-------------------

[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	teaching
--	----------

[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	(No response)
--	---------------

[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	(No response)
--	---------------

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

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

(No response)

14a. 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 with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

Updated Monday, May 11, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0f02b>

Page 1

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

1. Trustee Name:

Yasmine Ouedraogo

2. Charter School Name:

New York French-American Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

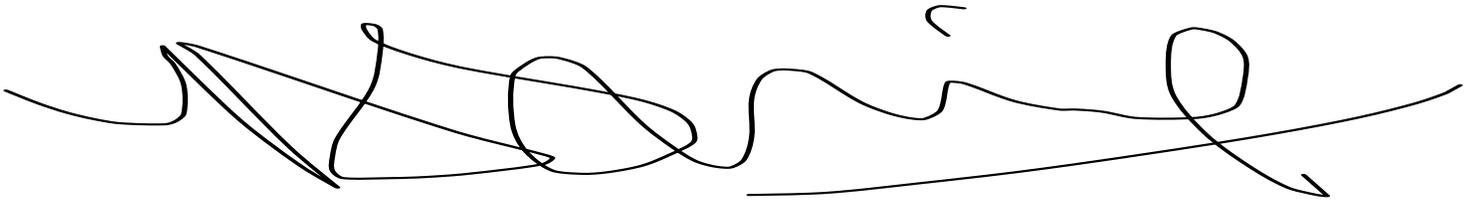
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "D. J. [unclear]". The signature is written in a cursive style with several loops and a long horizontal stroke at the end.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7a502>

Page 1

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

1. Trustee Name:

Richard

2. Charter School Name:

New York French-American Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "K. B. [unclear]", is written over a horizontal line. The signature is stylized and cursive.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6b5c9>

Page 1

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

1. Trustee Name:

Richard Ortoli

2. Charter School Name:

New York French-American Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

No

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

No

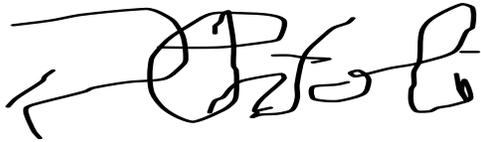
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "J. B. L.", written over a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/c1aae>

Page 1

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

1. Trustee Name:

Andolyn Brown

2. Charter School Name:

New York French-American Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

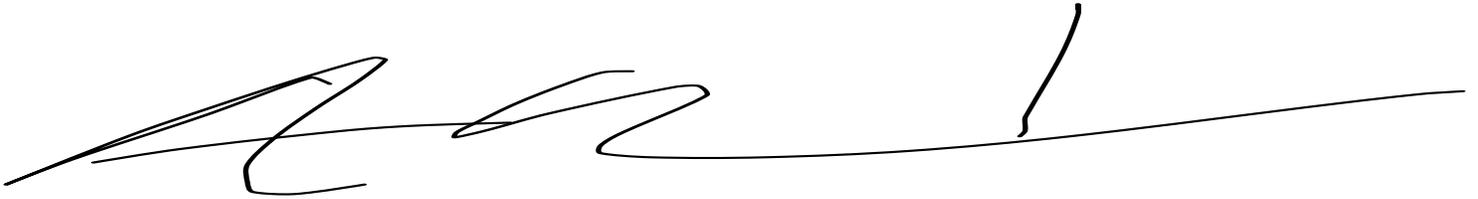
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.