

FULL APPLICATION SUMMARY

| | | | |
|--|--|--------------------------|-------------------|
| Proposed Charter School Name ¹ | Urban Dove Team Charter School II | | |
| Application History | Jai Nanda was the lead applicant in Urban Dove Team Charter School's application to the New York State Board of Regents in September 2010. In addition to Jai Nanda, Michael Grandis, Spencer Rothschild and Patrick Fagan were also proposed board members of UD Team and were included as such on the application. The application was approved by the Board of Regents at their December 2010 meeting, and after taking a planning year, UD Team opened in July 2012. | | |
| Proposed Board Chair Name | Michael Grandis | | |
| Proposed Board Chair Email Address | [REDACTED] | | |
| Proposed Board Chair Telephone Number | [REDACTED] | | |
| Public Contact Name | Jai Nanda | | |
| Public Contact Email Address | [REDACTED] | | |
| Public Contact Telephone Number | [REDACTED] | | |
| District of Location | New York City CSD 4 | | |
| Opening Date | Fall 2018 | | |
| Proposed Charter Term ² | 5 year term; August 2018 thru June 2023 | | |
| Proposed Management Company | Urban Dove, Inc. | | |
| Replication School(s): | Yes | | |
| Projected Grade Span and Enrollment and for Each Year of the Proposed Charter Term | Year | Grades | Enrollment |
| | 1 | Ungraded Transfer School | 107 |
| | 2 | " | 204 |
| | 3 | " | 295 |
| | 4 | " | 305 |
| | 5 | " | 305 |
| <p>Mission Statement: Urban Dove Team Charter School II's mission is to energize at-risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate Overage/Under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.</p> | | | |

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

UD Team II is a replication of Urban Dove Team Charter School, a highly successful Transfer High School authorized by the New York State Board of Regents which opened in Bed-Stuy, Brooklyn in 2012. Both schools share the same mission, the same key design elements, the same Core Values and the same goals. UD Team II will join the Urban Dove network of schools, and receive support from Urban Dove, a non-profit with over fifteen years of experience working with at-risk youth.

UD Team II's goal is to reconnect and reengage a group of students that are at high risk of academic failure – **specifically those who are age 16 or younger with at least one year of high school and less than eight core academic credits**. UD Team II is a replication of a highly innovative school model that will provide unique interventions that address the specific needs of our students, including a focus on youth development, social and emotional health and targeted, individualized academic programs. UD Team II targets this specific student population because there are few, and often no, options in the New York City public school system for these students, all of whom are struggling in their current schools. UD Team II provides parents and families the option to seek an alternative high school setting for their children that can help them bring their skills up to grade level, reestablish a love of school, and get them back on track to graduation.

Urban Dove Team Charter School II is a unique and innovative school model designed to engage and educate a high risk population of student. The Key Design elements implemented at UD Team II are specifically designed to reengage our students and provide them with all the critical skills they need to be successful. Design elements include:

- 1) **Sport-Based Youth Development (SBYD)** – The school uses the SBYD program to teach sports skills along with life and leadership skills in a safe, fun, and challenging environment, delivering to students caring relationships, facilitated and experiential learning, and vigorous physical activity.
- 2) **Support Services** – UD Team II offers both group and one-on-one support services to all students. Weekly circles, grouped by team, focus on how individuals become part of a community and what it means to be a member of a “team” both on the field and off.
- 3) **More Time on Task** – UD Team II has an extended day/extended year schedule, with a school day beginning at 8:00 AM for breakfast and ending at 4:30 PM, in addition to a Saturday and summer program.
- 4) **Same Sex Groupings** – In their first two years, students move through their time at UD Team II in same sex teams both for sports and academic classes.
- 5) **Multiple Intelligences** – UD Team II believes in a strength-based approach to instruction - recognizing that all students are intelligent but that this intelligence can be expressed in many different ways.
- 6) **Differentiated Instruction** - Remembering that the student is at the center of the work, teachers design each course starting with the students own knowledge and experience and connect every lesson to something that students already understand.
- 7) **Targeted Interventions** - For students who are dramatically behind their peers, targeted research-based and practice proven interventions will be employed to accelerate student progress.

UD Team II is committed to the belief that all students can learn and that greater emphasis must be placed on youth development as we prepare our students for success in the classroom. All staff members at UD Team II are youth development specialists first and foremost, committed to ensuring that every student has the confidence, life-skills, self-esteem and focus to fully engage in school.

Each student who enters UD Team II is placed on a single gender team of approximately 20 students and each team is assigned a full time Coach. The Coach is the centerpiece adult in the life of each student, working with students on the field and off. Teams play sports together, go to class together and support each other through the challenges of high school. While the Coach is the central support for each student, our entire school model is built around providing consistent, positive support for all students throughout the day, week and year. Some examples of how our school accomplishes this are:

- Smaller class sizes
- An adult to student ratio of 5:1
- One-on-one and group counseling available to all students
- A Restorative Justice model for addressing student behavior
- Comprehensive college prep beginning right away in Year 1 and continuing through to graduation, including a college scholarship program
- Job-training and paid internships both during the school year and during the summer
- Inter-mural and Inter-scholastic sports program that runs year-round
- Task-based differentiated instruction that allows each student to move at their own pace
- Alumni Dove program in the evenings where graduates can receive continued support

UD Team II is a chance for any student who is struggling in 9th grade, for any reason, to get a clean slate, a fresh start and to learn the critical skills needed to graduate high school, enroll in college and grow into a healthy, independent, successful adult.

CERTIFICATION AND ASSURANCES/INTENT STATEMENT

Proposed Charter School Name: **Urban Dove Team Charter School II**
Proposed School Location (District) **New York City Community School District X**
Name of Existing Education Corporation (if applicable): **Urban Dove Team Charter School**

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

I, Michael Grandis, hereby certify that the information submitted in this Full Application to establish Urban Dove Team Charter School II is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: March 13th, 2017

² 20 USC § 7221b(b)(3)(J)

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)

| |
|--------------------------|
| TABLE OF CONTENTS |
|--------------------------|

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

| | |
|---|----|
| A. Mission Statement and Objectives | 2 |
| B. Key Design Elements | 2 |
| C. Enrollment, Recruitment, and Retention | 6 |
| D. Community to be Served | 10 |
| E. Public Outreach | 11 |
| F. Programmatic and Fiscal Impact | 14 |

II. EDUCATIONAL PLAN

| | |
|--|----|
| A. Curriculum and Instruction..... | 15 |
| B. Special Student Populations and Related Services..... | 25 |
| C. Achievement Goals | 27 |
| D. Assessment System | 31 |
| E. Performance, Promotion, and Graduation Standards..... | 32 |
| F. School Schedule and Calendar | 33 |
| G. School Culture and Climate | 35 |

III. ORGANIZATIONAL AND FISCAL PLAN

| | |
|--|-----|
| A. Applicant Group Capacity | 39 |
| B. Board of Trustees and Governance | 40 |
| C. Management and Staffing | 43 |
| C.1. Charter Management Organization | 47 |
| C.2. Partner Organization | 47 |
| C.3. Strategic Business/Growth Plan | 47 |
| D. Evaluation | 47 |
| E. Professional Development..... | 51 |
| F. Facilities..... | 513 |
| G. Insurance | 555 |
| H. Health, Food, and Transportation Services | 577 |
| I. Family and Community Involvement..... | 588 |
| J. Financial Management | 599 |
| K. Budget and Cash Flow | 62 |
| L. Pre-Opening Plan | 644 |
| M. Dissolution Plan | 655 |
| Required Attachments Checklist..... | 67 |

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

Urban Dove Team Charter School II's mission is to **energize** at-risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to **educate** Overage/Under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to **empower** disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.

UD Team II is a replication of Urban Dove Team Charter School, a highly successful Transfer High School authorized by the New York State Board of Regents which opened in Bed-Stuy, Brooklyn in 2012. Both schools share the same mission, the same key design elements, the same Core Values and the same goals.

The objectives of UD Team II are in complete alignment with New York Education Law 2850. UD Team II's goal is to reconnect and reengage a group of students that are at high risk of academic failure – specifically those who are age 16 or younger with at least one year of high school and less than eight Core academic credits. UD Team II is a replication of a highly innovative school model that will provide unique interventions that address the specific needs of our students, including a focus on youth development, social and emotional health and targeted, individualized academic programs. UD Team II targets this specific student population because there are few, and often no, options in the New York City public school system for these students, all of whom are struggling in their current schools. UD Team II provides parents and families the option to seek an alternative high school setting for their children that can help them bring their skills up to grade level, reestablish a love of school, and get them back on track to graduation. Over the past several years, UD Team has worked closely with the New York State Education Department's Charter School Office to create an Accountability Plan that is appropriate for our student population and this school model and that will hold UD Team II, its Board, its staff and its students to a high standard, while creating an environment of inclusion and acceptance.

B. Key Design Elements

Urban Dove Team Charter School II is a unique and innovative school model designed to engage and educate a high risk population of student. The Key Design elements implemented at UD Team II are specifically designed to reengage our students and provide them with all the critical skills they need to be successful. These elements have been the foundation for success at UD Team, and we will utilize the same elements at UD Team II. All Key Design elements are

structured so as to create environments that are fully inclusive of all students, regardless of skill level or disability. Design elements include:

1) *Sport-Based Youth Development (SBYD)* – Students who enter UD Team II have academic deficits that the school needs to address. But their lack of success at their previous high school is likely not due to academics alone. Many of our students suffer from a lack of confidence in their own ability, lack of basic youth development skills, lack of self-esteem and focus, and lack of engagement or interest in school. UD Team II is founded on a belief that addressing these issues must be the primary objective of our staff if we have any hope of addressing the academic deficits that exist. The main framework we use to build these critical youth development skills is our SBYD program. Their experiences on the sports field and as a member of a team provides fuel for the work that happens in the classroom.

The school uses the pillars of an SBYD methodology to engage, energize and educate its students. SBYD programs teach sports skills along with life and leadership skills in a safe, fun, and challenging environment, delivering to students caring relationships, facilitated and experiential learning, and vigorous physical activity. The curriculum is a combination of traditional varsity sports activities - practices and games, combined with youth development programming that includes workshops, Team Time (group counseling) and other health and wellness activities. Practice sessions resemble a varsity-level practice, including warm up and stretch, conditioning, individual skill building and team concepts. Weekly competition includes both an intra-mural league amongst teams within the school as well an inter-scholastic program that involves all teams in a variety of citywide leagues and tournaments.

One of the key elements of the SBYD program is the coach. Each student at UD Team II is placed on a single gender team upon enrollment and each team is assigned a full time coach. The coach acts not only as the primary instructor for all activities during the SBYD block of time, but is also present throughout the school day to assist the student with any other issues they may have, playing the role at times of parent, guidance counselor, social worker and mentor. UD Team II leverages the power that a coach can have over his or her athletes to not only push a student to be a better athlete, but to push our students to be more engaged in all aspects of the school community, from academics to behavior to leadership. Coaches stay with their teams through all three years of the students' enrollment, developing a stronger and stronger relationship over time. Through hours of practice and competition, wins and losses, travel and camaraderie, each coach builds a unique and powerful relationship with their team. This relationship is consistently positive, non-judgmental, supportive and caring, and mutually respectful. All coaches are trained in how to use sports, and their role as coach, to teach positive, youth development skills on a consistent basis, both during SBYD activities and during other interactions throughout the school day. In the way, the SBYD program provides every student, whether they are a star player or just learning the sport, with a positive, consistent adult that is the centerpiece of their experience at UD Team II.

Another key aspect of the SBYD program is the HiRisiers program, which trains students to be coaches and mentors to younger children in their community. Each team, on a rotating basis, takes part in HiRisiers each year. The program begins with weekly trainings in which students learn basic and essential job and life skills focused on our Core Values of Teamwork, Leadership and Communication. When ready, students “graduate” from training and go on-site at one of several local elementary/middle schools in the community and run programming for the students there in grades 2-7. UD Team II students teach their young mentees sports skills and coach them in games both during the school day and after-school. Acting as a coach and mentor builds our students’ self-esteem and confidence while providing them a real-life opportunity to utilize and improve their own life-skills. UD Team II students are recognized at an Awards ceremony at the end of each HiRisiers session for their work and improvement and receive a grade/credit for their participation which counts toward their graduation requirements. During the summer, HiRisiers operates as a camp program, where UD Team II students are hired as counselors to continue the work they have done throughout the school year. Urban Dove’s HiRisiers camp runs for six weeks as a day camp and then culminates in a seventh week of sleep away camp in the Berkshire Mountains of Massachusetts. During this week of sleep away camp, UD Team II students are once again challenged to develop new skills, live away from home, stay in bunks, work together with other teens and build new relationships. Both the school year and summer HiRisiers programs are job training programs for the students, teaching them not only critical skills but providing valuable hands-on, real world job experience as well. Students must dress in uniforms, report on time, be prepared and communicate effectively with supervising adults and their mentees. They also receive a stipend for their participation.

2) Support Services – UD Team II offers both group and one-on-one support services to all students. Weekly circles, grouped by team, focus on how individuals become part of a community and what it means to be a member of a “team” both on the field and off. Being a member of a sports team can have a transformative effect on young people, and the school uses this as a basis for establishing a positive, respectful school community over which all students feel ownership. The player-coach relationship is also a uniquely powerful one in which there exists a higher level of trust. Coaches and players use this bond as a way to stay informed, connected and supportive of each other. Referrals are made for all issues requiring professional care. UD Team II has a department of Student Support Service (SSS), comprised of three full time Social Workers, Social Work interns, a Dean and a Director which focuses on the psychological and emotional needs of all students. SSS collaborates with all school staff members and family members to ensure that student needs are addressed at school and at home. SSS, along with other staff, conduct home visits as needed to address barriers of academic success, including excessive absence, family conflict, environmental stressors, mental health needs, concrete needs, and negative peer influences. SSS and family members will work together to identify strategies and interventions to address the problem, focusing strongly on parent/caregiver involvement. Another key element of our Student Support Services program is our Restorative Justice model of addressing student behavior. This model is far more effective

for our students as it takes into account that many students have not yet learned many of the basic life skills needed to avoid anti-social behaviors and uses errant behavior to teach these skills and build a stronger community.

3) More Time on Task – UD Team II has an extended day/extended year schedule, with a school day beginning at 8:00 AM for breakfast and ending at 4:30 PM, and sometimes even later, at 7:30 or 8:00 PM after dinner and an evening program which can consist of both academics and sports. The school does not follow the traditional model of school-day/after-school timeframes, and over the course of a Monday – Saturday week, students will receive intensive academic classroom instruction, college prep, one-on-one and group counseling, personalized academic support, internships, and instructional and competitive sports play. Additionally, UD Team II will have a summer academy, which consists of academic instruction, summer job experiences and sports. Saturdays feature an academic block where students receive one-on-one academic support, Regents prep and credit recovery. Saturdays also feature an additional SBYD block, taught by coaches.

4) Same Sex Groupings – In their first two years, students move through their time at UD Team II in same sex teams both for sports and academic classes. Research has shown that in both sports and academics, students, especially females, benefit from same sex environments.¹ In the sports arena, this is especially true as so much of the success young athletes have comes from their self-esteem and confidence in themselves. Young women develop both of these traits far more strongly in single-sex environments. Leadership skills are also diminished among young women when in co-ed environments. Gender bias and social norms reduce opportunities for young women to take leadership roles in co-ed environments, reinforcing negative stereotypes from others and from within themselves. Single sex environments have also been shown to break down stereotypes that might hinder students from choosing to pursue coursework and activities (such as sports for girls, and the arts for boys).²

5) Multiple Intelligences - Urban Dove Team Charter School II believes in a strength-based approach to instruction grounded in the work of Howard Garner’s theory of multiple intelligences. Recognizing that all students are intelligent but that this intelligence can be expressed in many different ways, UD Team II strives to engage students who are often the least understood and successful in traditional schools, including those students with body-kinesthetic intelligence. By theory these young people learn best by including muscular movement and *doing* rather than reading or listening. In more traditional classrooms these students’ movements often conflict with teacher goals for quiet and order and the students receive the message that they are not intelligent. We recognize the need for our students to express themselves kinesthetically and will therefore incorporate instructional approaches that

¹ Cornelius Riordan. *Girls and Boys in School: together or separate?* New York: Teachers College Press, 1990.

² Abigail Norfleet James and Herbert Richards, “Escaping Stereotypes: educational attitudes of male alumni of single-sex and coed schools,” *Psychology of Men and Masculinity*, 4:136-148, 2003.

address these needs. One example of this might be ELA students studying Shakespeare using the Floger's Institute methods of "on your feet" acting activities rather than relying on book work alone. In this example a lesson might include students walking around the room while reading a passage from Hamlet while stomping and changing direction after each full stop punctuation mark. This activity uses a student's body memory to help understand the rhythm of the poetry engaging students in high level academically rigorous work while respecting their preferred learning modality. UD Team II also ensures that tasks are designed to appeal to auditory and visual learners through the use of computers and multi-media instructional supports inside the classroom. Students learn through various mediums, including video, audiobooks, and the creation of PowerPoint presentations, so that they can display their understanding and mastery in ways that match their natural inclinations and intelligence.

6) Differentiated Instruction - Remembering that the student is at the center of the work, teachers design each course starting with the students own knowledge and experience and connect every lesson to something that students already have as part of their schemata. Teachers get to know the students and plan lessons that connect an academically rigorous content to relevant issues and topics in the student's life. Rather than assuming that students need remedial course work, critical thinking and problem solving will be central and a team spirit essential for academic achievement. Unlike other transfer schools where students are placed in classes by their individual credit needs and course content is static, at UD Team II, students will move through classes with their teams and teachers will differentiate instruction to address the varying academic needs and learning styles of each student.

7) Targeted Interventions - For students who are dramatically behind their peers, targeted research-based and practice proven interventions will be employed to accelerate student progress. For students struggling with literacy skills and for all incoming Year 1 students we will use the READ 180 program as part of their ELA curriculum. READ 180 is a flexible, rigorous and engaging program that brings students up to a functional reading level in a short period of time, helping to build a foundation of literacy that students will need to succeed in more advance coursework and on Regents exams. Similarly, all Year 1 students and any student who is struggling with math skills are given MATH 180 as part of their Math curriculum. Both of these targeted intervention programs have proven effective at UD Team, helping students gain several grade levels, and increasing Regents scores, over the course of their time at school.

C. Enrollment, Recruitment, and Retention

See Attachment 1

UD Team II is a three to four year high school program that will enroll 305 students at capacity. UD Team II will enroll one cohort of students in each of the first three years of approximately 110 students. This represents the ideal number for our school model, which is team-based, and allows for entering cohorts to be divided into five teams (three boys' teams and two girls'

teams) of approximately twenty students each. As teams go to class as a team, this translates into the small class size required to successfully educate our students. Our enrollment plan accounts for annual attrition, which is highest from Year 1 to Year 2, and then drops off from Year 2 to Year 3. We also account for the fact that although our model allows for students to graduate in three years, there will be some who require a fourth year to complete their graduation requirements. Attrition rates are based on accumulated data from five years at UD Team and reflect what we have learned about our student population.

Vacancies at UD Team II will be filled during the school year for the newly enrolled Year 1 cohort only. Once the first year of school is complete for that cohort, no seats will be added to the cohort. UD Team II serves a very high risk student with many social and emotional challenges. One of the keys to our success is our ability to reengage students back into a positive, family-based culture based on a strong sense of community. UD Team II has an unusually high number of adults and at capacity has an adult to student ratio of close to 1:5. It is the relationships we build between caring adults and students that is the foundation of our model and our success. Backfilling vacancies after the first school year is completed seriously undermines and jeopardizes the community we are building. We have learned through experience that admitting new students in Year 2 disrupts the delicate team environment we create over the course of the first year. Students who enter unfamiliar with our model, our team-based approach, and our Restorative Justice model of behavior struggle to gain traction and disrupt other students who are finally making progress in their own academic and social/emotional journey.

As a Transfer High School, UD Team II will attract large numbers of Students with Disabilities, English Language Learners and economically disadvantaged students. Over the past five years at UD Team, our numbers in all three of these categories met, or in most cases, greatly exceeded both District and citywide averages and we anticipate similar demographics among our UD Team II students. Our overall recruitment strategy is different than most charter schools, in that we must actively seek out our students and families, since by definition, we serve students who are not fully engaged in school. Our proactive strategy begins early in the previous school years and continues on through the summer and the start of school.

Student recruitment begins with school administrators meeting with Guidance Counselors and school staff from the borough's high schools to introduce them to the school. UD Team II staff will conduct Open House and School Tour sessions at the school for school Guidance Counselors and community based organizations. Once the enrollment period begins, UD Team II will begin outreach to perspective students and families. UD Team II staff will visit high schools and work with school staff to identify students who could potentially benefit from transferring to UD Team II. We will then hold information sessions for those students and families at the school. We will also hold our own Open Houses at UD Team II and invite students and families to attend to learn more about our school and the enrollment process. Outreach in the community will include CBOs, Tenant Associations, Community Boards and Community

Councils on Education. To specifically target special education populations, we emphasize the personalized nature of our educational program and explain the lengths that we go to in order to ensure that every student is achieving academically. In all community outreach, marketing documents, and presentations, we will emphasize that the school is a free, public, open-enrollment school that is open to both regular as well as special education students. Our Student Support Services department is dedicated to helping serve the needs of our special education population and to make sure all students are receiving the services required in their I.E.P.s. UD Team has also established a relationship with the Department of Education's District 79, hosting visits and information sessions, so that students can be easily referred from those programs when ready. To specifically target ELLs, all presentations and materials will be presented in English and Spanish and will be provided in any language requested by a parent or student. UD Team II will have bilingual staff on both our SSS team as well as on our Admissions Task Force, so that any student or parent who has questions can receive information as needed. We will also highlight the success we have had at UD Team in helping to educate all students. Since our school a unique enrollment policy and serves a specific, at-risk population of student, we do not have the same challenges other charter schools have in meeting enrollment requirements for Free or Reduced Lunch Program families. UD Team has over 90% FRLP students and we anticipate UD Team II will have a similar demographic as Overage/Under-credited students citywide disproportionately qualify for Free or Reduced Lunch Programs.

The need for a school serving our student population is far greater than we can accommodate at UD Team II. The New York City Department of Education estimates that there are approximately 40,000 students citywide who meet our enrollment criteria, yet there is not a single Transfer High School in the DOE portfolio that matches both our enrollment criteria and our enrollment policy. Students 15 or 16 years of age who are off-track to graduate simply have very few options in finding an alternative high school setting that can meet their needs. UD Team II is the only Transfer School of any kind that takes students of this age and does not require a minimum number of credits, a diagnostic entrance exam to determine minimum reading and/or math skill level, or an interview to enroll.

We anticipate current enrollment strategies will be more than effective in meeting target goals in all three risk areas, however, to ensure we are on track to meeting our goals, UD Team II will closely monitor progress at all levels our enrollment process. UD Team II's Board of Directors will review recruitment and enrollment data beginning in March of the previous school year to determine if the school is tracking to meet its targets in all categories. Each monthly School Leader Report from March through December will include an update to the Board on the recruitment process – i.e. how many applications received, how many students enrolled, upcoming recruitment efforts, breakdown of student demographics, etc. On a school level, the School Leader will meet with the Recruitment Task Force, led by the Parent and Community Coordinator on a monthly basis to discuss updates, upcoming opportunities for recruitment, materials, and strategies. The Task Force also will meet monthly on its own to create and delegate tasks, review applications and outreach to parents for follow up.

Retention of students at UD Team II will be a daily effort. Since UD Team targets and enrolls large numbers of at-risk students, our school model is designed specifically to engage, retain and educate them. All of our Key Design elements are constructed with a keen eye toward retaining students with multiple risk factors. Coaches in the SBYD program are the most proactive agents for retention. They check in with students daily and monitor each student’s progress, meeting with teachers, administrators, and Student Support Services (SSS) on a weekly basis. Coaches maintain constant communication with families, and the Attendance Task Force takes early, proactive steps when any child exhibits signs of truant behavior. The SSS department is dedicated to helping serve the needs of our special education population and to make sure all students are receiving the services required in their I.E.Ps. To help retain our Students with Disabilities, the SSS team goes beyond the requirements of I.E.Ps, however, reaching out to families on a consistent basis to ensure the student is engaged and the family is involved and aware of any and all issues and achievements. To help retain our ELLs, UD Team II will have a bilingual staff on both our SSS team as well as on our Admissions Task Force, so that any student or parent who has questions about any aspect of their child’s education can receive information as needed. UD Team has consistently exceeded the Retention Targets outlined in the New York State guidelines for all groups, and we expect UD Team II to have similar outcomes.

| Projected Enrollment Table Over the Charter Term³ | | | | | | |
|---|-------------------------------|------------------|------------------|------------------|------------------|------------------|
| Grades | Ages | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| K | | | | | | |
| 1st | | | | | | |
| 2nd | | | | | | |
| 3rd | | | | | | |
| 4th | | | | | | |
| 5th | | | | | | |
| 6th | | | | | | |
| 7th | | | | | | |
| 8th | | | | | | |
| 9th | | | | | | |
| 10th | | | | | | |
| 11th | | | | | | |
| 12th | | | | | | |
| Ungraded | 16 or younger upon enrollment | 110 | 205 | 295 | 305 | 305 |
| Totals | | 110 | 205 | 295 | 305 | 305 |

³ N.Y. Education Law § 2851(2)(p)

D. Community to be Served

Urban Dove Team Charter School II will be located in Community School District 4 in the East Harlem section of Manhattan. CSD 4 is a high need community with a large number of low income families. CMO Urban Dove has operated after-school programs in East Harlem for over a decade and we have a strong presence in the community. Urban Dove is well known among families, Elected Officials, community groups and schools for doing quality work with at-risk youth and we believe this will prove an asset to UD Team II. As a Transfer High School, UD Team II expects to draw students not only from the CSD 4 but other parts of Manhattan, including but not limited to Harlem, Washington Heights, Inwood and the Morningside Heights.

CSD 4 is home to only one Transfer High School – Harlem Renaissance High School, which does not accept 15 year old students. Additionally, students must take a diagnostic test and have an in-person interview with a family member to be considered for enrollment. UD Team II will therefore be the only school in the District that accepts 15 year old students and that has an enrollment policy that requires no test or interview for 16 year olds. In fact UD Team II will be one of only two Transfer Schools in all of Manhattan that accepts 15 year old students with less than 8 credits. The DOE estimates that there are approximately 30,000 students who are 16 or younger with one year of high school and less than 11 credits, and although there is not a breakdown of how many of those students live in Manhattan, there is clearly a high need for additional Transfer School seats in the District and in the Borough.

UD Team II has met with many members of the community and the Borough and has not met with any opposition to our school or our model. There is such a desperate need for a school that serves our high risk population that we simply do not face the anti-charter sentiment directed at other charter schools. UD Team II has held public meetings and solicited feedback from CSD 4 residents and there is genuine enthusiasm and excitement for UD Team II. CMO Urban Dove has partnered with local schools in CSD 4 for many years, and we anticipate that we will continue those partnerships once the school opens. Urban Dove has partnered with P.S. 7, P.S. 57, and P.S. 96 on our HiRisiers program, and has had a Regional Program Office at Coalition High School for Social Change for many years as well. UD Team II is also developing a partnership with Hunter College, which has a growing presence in East Harlem. This partnership may include teacher training and certification, Social Worker internship slots, college scholarships, and a Special Education collaborative.

E. Public Outreach

See Table 2a

See Attachment 2b

Attachment 2c is not needed

The work Urban Dove has done with at-risk youth since 1998 and the remarkable results Urban Dove Team Charter School in Brooklyn has achieved since opening in fall 2012 have laid a strong foundation for gaining community support for UD Team II. Virtually all members of the community – community leaders, parents, families, elected officials and others have been very enthusiastic and excited about the concept for the school and the need for serving the Overage / Under-credited population. Members of the community have expressed support for both the proposed school model, as well as for the need for an innovative approach to serving local youth who have been unsuccessful in their initial high school experiences.

UD Team II's planning team has a strategy for conducting public outreach and for soliciting public feedback that will continue right up until the school opens in fall 2018. UD Team II began speaking to potential stakeholders in fall of 2016 and continues to outreach every week to various groups. UD Team II has targeted four types of stakeholders in the public outreach process:

1. Families with school age children
2. Community Members and Residents
3. Elected Officials
4. Potential Partners

In advance of setting up meetings with all of these four groups, UD Team II created an informational flyer and feedback survey that provides the key information about our school, our model, our student population and our timeline. These flyers and surveys were distributed by Urban Dove staff at Community Meetings, schools and at CBOs. All flyers and surveys were provided in both English and Spanish. Sample copies of the flyers are included in **Attachment 2b: Evidence of Public Review Process**. UD Team II then participated in three public meetings – two through the Community Board 11's Youth and Education Committee and one at a local school.

UD Team II met twice with Community Board 11's Youth and Education Committee. At the first meeting in February, 2017, seventeen members of the committee and the public attended. We presented information about UD Team II, our model, our success at UD Team, our student population and why we were interested in locating in CSD 4. We handed out informational flyers and surveys to members and to the public and requested a second meeting in March, 2017 so that we could hear feedback, answer questions and discuss the school in more detail. A second meeting in March would also allow the committee to more widely circulate the notice of the public meeting so that more residents could attend. Our request for a second meeting

was approved, and UD Team II was formally added to the agenda which was distributed throughout the community. We also created and distributed our own flyer notifying the public of the open meeting so that more residents could attend. All flyers and surveys were provided in both English and Spanish. All flyers had contact information for Urban Dove so that the public could follow up with questions or concerns, or send comments via email. We have included the flyers noticing this meeting as well as the Minutes from this Committee meeting in Attachment 2b. We have also included the Committee’s Agenda for the March meeting in Attachment 2b. Unfortunately, the meeting, scheduled for March 14th was postponed due to the snowstorm. That meeting will now be held on April 11th. UD Team II is still on the agenda, and we have created another flyer notifying the public of the change of date. We will supply the Charter School Office evidence of this meeting after it occurs.

We also held a public meeting on Friday, March 10th at P.S. 7 on 120th Street. Again, flyers in both English and Spanish were distributed to residents more than one week in advance. Fourteen members of the community attended this meeting. We have included the Sign-In Sheet from this public meeting in Attachment 2b. We have also included copies of all flyers and surveys distributed ahead of this meeting.

At these two public meetings, as well as via email and at drop off at our various Urban Dove programs, UD Team II collected over 20 surveys, and the response was overwhelmingly positive, as was virtually all of the verbal feedback received at our various meetings. There were no significant suggestions offered in regard to how the model should be changed or altered, and Urban Dove’s reputation for this work provided a comfort and trust among most residents to whom we spoke. The one area of concern that residents expressed at our public meetings was about co-location in a NYC DOE facility. Community members asked that if we seek a co-location, that we stipulate that we only wish to be in a building that has no more than two schools already and that we continue to solicit input from the community if a site is offered. This approach has been our strategy for our facility search (and was our strategy for UD Team in Brooklyn as well) and our commitment to being respectful of the process was repeated to all stakeholders. While we continue to receive surveys, and will continue to distribute and collect surveys for the next several months, at the time of writing, our survey are as follows:

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|---|----------------|-------|----------|-------------------|
| 1. | CSD 4 has students that struggle in their first year or two of high school | 43% | 38% | 19% | 0% |
| 2. | Students who fail to pass 9 th grade should be able to transfer to a school that is a better fit for their needs | 62% | 28.5% | 9.5% | 0% |

| | | | | | |
|----|---|-----|-----|----|----|
| 3. | CSD 4 could use a Transfer High School specifically designed for 15 and 16 year old students who are Overage/Under-credited | 48% | 48% | 4% | 0% |
| 4. | There is a need for a school that focuses on youth development skills in CSD 4 | 58% | 38% | 4% | 0% |
| 5. | A charter school that serves this population would be welcome in CSD 4 | 58% | 38% | 4% | 0% |

As a way to more broadly garner support for the proposed school, we also met with elected officials to share our plan and to listen to feedback and concerns, if any. We spoke with Councilmember Melissa Mark Viverito’s office and met with State Assemblyman Robert Rodriguez. Both expressed strong support for the UD Team II model and the need for a Transfer High School in CSD 4. A letter of support from Assemblyman Rodriguez is included in Attachment 2b. UD Team II also met with Manhattan Borough President Gale Brewer’s office and received strong support for this model and the need for more school models that target high need students, such as UD Team II. We expect a letter of support from Borough President Brewer soon and will forward to the Charter School Office when it is received. UD Team II also met with President of City University of New York’s Hunter College. Hunter College has a large presence in East Harlem, including the siting of its School of Social Work, and is interested in collaborating with UD Team II on meeting the needs of our at-risk students. We have included a letter of support from President Raab in Attachment 2b.

UD Team II will continue to meet with the Community Board, Community Education Council (currently without a Chair, so a meeting to date has not been possible), Elected Officials, and other partners as the process continues. We will also meet with Deputy Mayor Richard Buery on March 22nd, 2017 to discuss co-location, NYC DOE support and Mayoral support.

Once approved, UD Team II will begin to notify students and families of our school’s enrollment procedures and the eligibility requirements for attendance. The main strategy for notifying families and students will be the one that has proved so successful at UD Team, which is to communicate through the high schools, beginning with those in the Borough. UD Team II staff and the Planning Team will create informational packets for High School Guidance Counselors and Administrators and begin a school-by-school information campaign to alert staff to UD Team II’s presence, requirements and educational opportunities. This campaign will begin in October 2017 and run through to the start of school in fall 2018. UD Team II will host tours of UD Team in Brooklyn so educators can see the school model firsthand, and additionally will host Open Houses at our own facility once it is secured. We will prepare enrollment packets, in English and Spanish, to hand out to students and families as we meet them, and will also make all forms available on the school’s website, also, in English and Spanish.

F. Programmatic and Fiscal Impact

Community School District 4 has only one Transfer High School, which as discussed previously, does not enroll students who meet our enrollment requirements and does not have an enrollment policy comparable to UD Team II. We, therefore, believe there will be no negative programmatic impact on the District. In fact, we believe there will be a strong *positive* impact on the District and throughout the borough. UD Team II improves the quality of high school programs from which it draws students as the students we take are struggling and in need of greater services and attention. By allowing these students to transfer to UD Team II, they are placed in a more supportive and attentive environment and the school from which they came can focus more of their energy and resources on their students who are succeeding in their school. Many of the social and emotional challenges suffered by our students can be a distraction to other students if not handled properly and when high schools are able to remove those distractions from their classrooms, their students benefit. The students who come to UD Team II will also benefit as they will now receive the attention, support and skills they need to become more engaged and successful students.

With an enrollment of 305 students and a per pupil allotment of \$6.5 MM at capacity, in a District with a total budget of \$135,000,000 (4.8%) and a citywide budget of over \$20 Billion, we do not believe UD Team II will have any negative financial impact on the District or the Borough. We actually believe that since we are expecting to achieve greater outcomes for our students, the investment of dollars already made in their high school education are provided a better return when they transfer to UD Team II.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

Founding Educational Design

Two of the more promising methods for re-engaging students who are disconnected from school are the Transfer High School model, where previously unsuccessful students are given more personalized instruction in smaller school settings and provided other support services to complement their academic needs and Career and Technical Education (CTE) schools, in which students get exposure and preparation for the world of work. Unfortunately, there are more youth than there are seats in these schools, and some youth still feel no enthusiasm or commitment to these schooling models.

Through a combination of its own unique youth development framework and aspects of the Transfer School and CTE models, UD Team II will prepare its students for success in a way that exceeds the possibilities of any currently existing school or program for this specific population.

The foundation of what will make UD Team II special will be its unique utilization of ***Sports-Based Youth Development (SBYD)***. Through the active participation in sports and other health and fitness activities, young people will gain the skills, motivation, and confidence they need to succeed in the classroom. Researchers from Harvard Medical School have shown that engagement in sports programs that have clearly delineated structures and high expectations can have strong carry-over into other aspects of young people's lives. [1]

Sports-based youth development is a methodology that uses sports to provide the supports and opportunities youth need to be healthy contributing citizens now and as adults. A sports-based youth development program offers youth an experience in which they learn and master sports skills along with life and leadership skills in a safe, fun, supportive, and challenging environment. This experience involves caring relationships, facilitated learning, experiential learning, and vigorous physical activity.

Instructional Methods and Philosophy

UD Team II will utilize and capitalize on what has made a handful of existing Transfer Schools and CTE schools successful, and combine this with an award winning approach to youth development that will serve as a model for New York City and beyond. In over fifteen years of providing direct service programs to at-risk youth, CMO Urban Dove has learned that sports is one of the few activities that has the power to engage even the most disconnected youth. UD Team II will use the power of sports to bring a cohort of this disconnected population back to a healthy, positive school environment where they will renew their commitment to academic success. At UD Team II, we recognize that our students will come into our program with a variety of academic struggles rooted in both skill level and social-emotional deficiencies. In order to build their academic skills and confidence, we have created a three year scope and

sequence designed to re-engage them in academics and build the skills and competencies necessary for success. As all of our students enter our school having not had success in their previous academic setting, we recognize that they need time to adjust to our academic program and build their lagging skills. Our Year 1 course sequence is designed to do just that. We intentionally offer only three core academic courses (Math, ELA, US History) during that year. The fourth class is Theater Arts, which in addition to fulfilling the Art graduation requirement, provides an opportunity for youth development and team building. In year 2, we increase the Core classes to four, by including Earth Science. In Year 3, even if students have completed their required credits for ELA and Math, we still have students take those courses to increase their College Readiness. In addition to completing courses they have not yet sat for, students have the opportunity to retake courses for credit they need and to take Regents Prep courses for all Regents that they still require. If students have gaps in their schedule, we offer internships with our Operations Staff and our SBYD program. UD Team II will be an academically rigorous three year high school program that will allow for some students to take a fourth year to complete graduation requirements. Throughout the three years, students will be earning accelerated course credits and preparing for and passing Regents exams needed for graduation. Students will also participate every year in the SBYD program, including the HiRisers internship program and College All-Stars, a college prep and support program.

Teachers and coaches will work together to instill community values and help all students achieve regardless of the challenges they have faced in other school settings. To attract, engage, energize and retain students, UD Team II will feature a completely unique sports, health and fitness program for students. Rather than just being a student at a school, students will learn to be part of a team. In teams students will practice together, play together, attend class together, and receive support services together. Each team will have assigned coaches that teach, mentor, guide, and counsel them to develop as students, athletes and citizens. Coaches will emphasize Urban Dove's Core Values of Teamwork, Leadership and Communication, build confidence and self-esteem, and use sports to help students learn how to focus, manage emotions, be unselfish, and become positive members of a community.

The Workshop Model, which has been the mainstay approach to Transfer School instruction, will be employed to provide a consistent yet flexible structure for teachers to create engaging lessons that have real world relevance for students, make use of their existing knowledge and draw students into ever deeper learning. Literacy and numeracy are infused throughout the curriculum, along with technology, to prepare students for college and careers after graduation. Each course will be divided into units and each unit is composed of a series of tasks in which the students must demonstrate mastery before moving on to the next unit or course. This task-based model allows students to move through the material at their own pace to ensure both mastery and fluency in each subject.

The school will run on a trimester schedule and the instructional program will be aligned to State and Common Core standards. Students are expected to take and pass all Regents exams

required for graduation and the curriculum will be mapped and interim assessments will be administered with these requirements in mind.

Addressing the lagging skill set of previously disengaged youth, all general education students will be given the same attention that their special education peers receive. The school will use a least restrictive environment model to encourage all students, regardless of ability, to be challenged in rigorous curriculum that assumes their ability to go to higher education or vocational training after graduation. Working with a backwards design model using *Understanding By Design* resources, teachers will develop curriculum that reflects diverse learning modalities and aligns to youth development principles.

Curriculum Description, Objectives, Skills and Content

Teachers, coaches, and the Guidance Counselor will work with each student at enrollment to identify what credits, Regents tests, and proficiencies he or she needs to graduate and then create a student-specific plan and timeline for graduation. For a student to graduate he or she will have passed the Common Core ELA and Common Core Algebra Regents, as well as a combination of the Global History, US History and Government, Living Environment, and Earth Science Regents exams. Additionally, each student will have completed the following coursework credits:

- English 8
- Global Studies 4
- US History & Government 3
- Economics 1
- Living Environment 3
- Earth Science 3
- Mathematics 6
- Art/Music 2
- Foreign Language 2
- Physical Education 4
- Health Education 1
- Electives 7

Total 44

Programming at Urban Dove Team Charter School II will be done based on the individual credit need and academic and personal history of each student. As a result, while there will be a general scope and sequence of courses below, it is important to note that the curriculum scope and sequence timeline will be specific for each student.

Curriculum Scope and Sequence

At UD Team II, we will create a three year scope and sequence designed to re-engage our students and build the skills and competencies necessary for success. We will start by creating a timeline for students to make their first attempt at required Regents exams so that they are not overly burdened with Regents during their first year. Our three year Regents plan for students is as follows:

- June of Year 1: US History;
- January of Year 2: ELA;
- June of Year 2: Earth Science/Common Core Algebra;
- January of Year 3: Global History;
- June of Year 3: Living Environment (if needed)

Content area departments will meet regularly to ensure that they are scaffolding content area skills across three years in order to ensure that students graduate college ready. We use common rubrics throughout the departments. Social Studies and ELA classes in Year 2 and 3 will align so that students read Global literature that supports and enhances what they are learning in Social Studies. Math teachers and Science teachers will work together across the grade level to draw parallels to the real world applications found in math and science for the content they are learning inside the classrooms and how they complement each other. We will further develop our horizontal alignment by having weekly meetings for all league teachers, chaired by our Instructional Coach. These meetings will allow teachers to work together on developing skills-based rubrics and creating a scope and sequence for interdisciplinary skills so that they are supporting each other and teaching them at the same time with the same expectations and outcomes. Below is a map of course and Regents sequence for all UD Team II students:

| | Year 1 | Year 2 | Year 3 |
|------------------|---|-------------------------------|---------------------------------|
| ELA | English 1, 2, 3 | English 4, 5, 6 | English 7, 8, College Ready ELA |
| Social Studies | Participation in Government, US 1, US 2 | Economics, Global 1, Global 2 | Global 3, Global 4, Elective |
| Science | | Earth Science 1, 2, 3 | Living Environment 1, 2, 3 |
| Math | Pre-Algebra 1, 2, 3 | Algebra 1, 2, 3 | College Ready Math |
| Foreign Language | | | FL 1, 2, Elective |
| Art/Music | Drama 1, 2, 3 | | |

| | | | |
|-------------------|------------------------------------|--|---|
| Youth Development | SBYD, HiRisiers, College All-Stars | SBYD, HiRisiers, College All-Stars | SBYD, HiRisiers, College All-Stars |
| Electives | Teacher designed electives | Teacher designed electives | Teacher designed electives |
| Regents | June-US History | January-ELA June-CC Algebra, Earth Science | January-Global June-Living Environment |

Each course will be designed using a Curriculum Map, Unit Plans, and Task Descriptions. All curriculum maps will be aligned to the Common Core State Standards. Teachers will submit all unit plans and lesson plans (called Game Plans) throughout the year via Google docs. Unit Plans will be created using the Understanding By Design framework. These will be revised and reflected upon throughout the year by the departments, the teachers, the Instructional Coach, and the Director of Curriculum and Instruction.

ELA: One of the major causes of disengagement among high school students is when they are reading below grade level. At UD Team II, we will use the Read 180 Universal program as the ELA curriculum in Year 1. This program is designed to improve students’ reading level, vocabulary, reading fluency, and expository writing. Administering this to Year 1 students provides them with the support they need for the literacy demands of the US History Regents Exam. Read 180 is aligned with the Common Core State Standards and provides a ratio of 30% literary and 70% informational texts. Read 180 will provide the foundation for the ELA classes in Years 2 and 3 that focus upon class texts, literary analysis, and all other forms of writing, including personal narrative, persuasive, and creative writing.

Math: Based on our experience at UD Team and research conducted around Transfer School students, we can anticipate that students will enter UD Team II with an average 5th grade numeracy level. In order to bring students up to grade level and ensure that they meet the College Readiness benchmark of 70 on the Common Core Algebra Regent before graduation, we will create a three year math program to support struggling Math students. We will use the Math 180 program which will serve as a math intervention program for all Year 1 students. Math 180 is designed around the Common Core Standards. Using a blended learning model, students will review and learn the basic math skills needed to be Algebra Ready. We will then offer Algebra for the first time in Year 2 when students have gained the foundational skills necessary to be successful. For students who meet the college readiness benchmark of 70 on the Algebra Regent, we offer Algebra 2/Trigonometry. For students who pass the Regent, but don’t meet the College Readiness benchmark, we will offer a bridge to college math class. Students who are not successful on the Algebra regent will continue to take an Algebra course until they pass. All of our math courses will be based around the Engage NY curriculum.

Social Studies: We will offer Participation in Government, US History 1, and US History 2 in Year 1. We will do this so that students can in one year get the full US preparation for the Regent in June. We will offer Economics in the first Trimester of Year 2 as it will be a natural transition for students from US to Global History. Global 1 will then begin in the second Trimester of Year 2 and they will take Global through the January Regents in Year 3. This will free up the Social Studies teachers to primarily work with students who have not yet passed either of the History Regents during the third Trimester of Year 3.

Science: We will offer all of our Science courses in Year 2 and Year 3. Earth Science will be taught in Year 2 and Living Environment in Year 3. The curriculum will be rooted in the Common Core Literacy Standards, focusing highly on non-content vocabulary acquisition. Students will complete labs on a weekly basis.

Every class at UD Team II will be co-taught by one General Education content area teacher and one generalist Special Education teacher. The teachers work together to develop the curriculum and to ensure that each task and unit is differentiated to meet the needs of students at the multiple academic and social emotional levels inside each class. Teachers will use the data from the READ 180 and MATH 180 assessments to ensure that materials are appropriate for all students – both struggling and high performing. Teachers will create tasks with elements that appeal to visual, kinesthetic, and auditory learners. Teachers will use diagnostic and formative assessments to monitor student progress and make changes to curriculum and tasks based on student need. Tasks are differentiated based on the academic levels and strengths of individual students. For the highest performing students, teachers will create extension projects. Students will be able to work on the tasks at their own pace throughout the unit. Tasks will utilize multi-media formats such as videos, podcasts, maps, puzzles, and PowerPoint presentations. All class materials will be differentiated and leveled based on students' reading and numeracy levels, as well as the interventions specified upon by the students' IEPs. All assignments are graded based on an Approaching Standard, Meeting Standard and Exceeding Standard rubric, which allows for students to understand where they are in terms of approaching mastery and how they can revise their work and improve their skills to gain and exceed mastery.

UD Team II educators will unify our language around instruction and best practices. Using the work developed by UD Team over the past few years, UD Team II will use nine competencies in order to ensure that students are college and career ready when they graduate. We will use task based learning and mastery based grading for all of our classes. This approach will allow students the ability to monitor their own learning and to understand expectations and how to meet them. In order to support our staff in understanding our Instructional Focus and Goals, the Curriculum and Instruction Team will meet bi-monthly on Fridays. Content Area Departments will meet every three weeks. Teachers will receive in-class support from the Director of Curriculum and Instruction through regular in-class observations. The Director of

Curriculum and Instruction will meet monthly with each teacher to reflect upon instruction and offer feedback.

Classrooms will be designed to be student centered. Teachers will work with students either one-on-one or in small groups under the task based format. This format allows for students to work at their own pace and therefore, students will be able to easily re-engage after an absence, allowing the teachers time to work with all students on a daily basis. Classroom tasks and instruction will be rooted in Blooms Taxonomy and teachers will identify which level a student is at and push him or her to achieve the next level through the classroom tasks. All of our curriculum will be designed using a task based format. For each unit of study, teachers create a number of tasks that students must complete in order to demonstrate mastery of the concept being taught. Tasks will be differentiated based on the academic levels and strengths of individual students. As previously mentioned, for the highest performing students, teachers will create extension projects. Students will be able to work on the tasks at their own pace throughout the unit.

With the support of the Director of Curriculum and Instruction and the Instructional Coach, teachers will design Common Core aligned curriculum maps for each course offered at UD Team II, prior to the start of each trimester. Across grade levels, teachers will use their curriculum maps to see where skills overlap and how they can use common language and strategies in teaching those skills, allowing for horizontal integration. Curriculum maps will be submitted to the Director of Curriculum and Instruction prior to the start of each trimester, providing time for thoughtful feedback and revision. Curriculum maps will be considered a living document and will be reviewed and revised periodically throughout the course of a trimester. Based on what is outlined in the curriculum maps, teachers will create unit plans using the Understanding By Design framework of Backwards Planning. Unit Plans will also be submitted to the Director of Curriculum and Instruction prior to the start of a unit. Unit Plans will be revised and reflected upon regularly by the teachers during their daily common planning time, by departments during their bi-monthly meetings, and by the Director of Curriculum and Instruction during monthly planning with teaching teams. Teachers will upload daily lesson plans (called “game plans”) prior to the teaching of a lesson to a shared folder that can be accessed by the School Leader and Director of Curriculum and Instruction. Feedback on game plans will be provided during the Director of Curriculum and Instruction’s monthly check in with teachers, as well as in the written feedback provided after a formal observation.

At the end of each trimester, final grades for all courses will be analyzed and teachers will determine why students received the grades that they did. Teachers will work in departments to see where their tasks and coursework were successful so they can be replicated and where changes are needed to better support the students and increase positive outcomes. This data will be shared throughout the school.

Research Support for SBYD

All aspects of UD Team II's design will lean heavily on existing research, particularly the Sports-Based Youth Development program. SBYD is based on a strong basis of research, which has shown that young people engaged in structured sports activities exhibit:

- Increased academic performance and classroom behavior [2]
- Increased weight loss and decreased obesity [3]
- Increased life expectancy [4]
- Lower rates of cigarette smoking, teenage pregnancy, and substance use [5]
- Significantly higher odds for having a healthy self-image, and significantly lower odds for emotional distress, suicidal behavior, family substance abuse, and physical and sexual abuse victimization [6]
- Higher self-esteem than their peers [7]
- A lower likelihood of feeling isolated or experiencing isolation [8]
- A higher sense of self-worth and better social skills than their less athletic peers [9]

In 2001, seminal research that linked sports participation with academic success was conducted by Gary Overton, at the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association. The study tracked the academic performance of high school student-athletes in North Carolina and revealed significant differences between athletes and non-athletes. Contrary to some popular misperceptions some of the major findings in the study include:

- Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
- Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
- Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
- Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was a miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

Americans are extremely passionate about sports. Tens of millions of youth and adults play sports every day in communities across the country, and billions of dollars are spent each year in the business of sports. UD Team II will present an opportunity to channel girls' and boys' interests in sports and fitness into a passion for school.

Youth Development Programs – HiRisers and College All-Stars

UD Team II's unique youth development curriculum will also feature two programs that are required for each student every year. The HiRisers and College All-Stars programs are both long-standing programs run by CMO Urban Dove for nearly twenty years with remarkable results. HiRisers is a peer-mentoring program, in which high school students are trained to work with elementary and middle school students teaching them literacy, life-skills and sports. UD Team II students will get to experience the responsibility and leadership role of being a coach, which will build on their experience as an athlete in the SBYD Program at school. Their own adoption of Urban Dove's Core Values will be enhanced by having to teach those values to younger children, and they will build their own literacy skills as they assist with homework and create and lead workshops. HiRisers increases confidence and self-esteem, teaches critical life and job skills, and gives students real, hands-on work experience that they can use as a stepping stone to future employment.

College All-Stars is a comprehensive college prep program that starts for all students in Year 1 and continues on through college graduation. While at UD Team II, students in College All-Stars will participate in fun, informative workshops designed to teach about the college process, but also to lessen the anxiety of applying to, and attending, college. Year 1 workshops are introductory, dealing with such basic topics as explaining the difference between a two-year and four-year college and the difference between a grant and a loan. In Year 2, students learn more detailed and specific information about the process and timeline and begin prepping for the SAT exam. Year 3 students focus on one-on-one guidance, completing applications and Financial Aid Forms and sorting through acceptance offers. Students in all three years go on multiple college tours, including both day trips to local schools as well as overnight trips to upstate New York and Boston. Once accepted, students receive support on all aspects of enrollment, housing, financial aid, and are even eligible for scholarships from Urban Dove. Students enrolled locally at CUNY can receive additional support through the CUNY Linct to Success and Strive programs, in which UD Team II will participate. UD Team II's College All-Stars program will also feature an Alumni Dove program which takes place at school in the evenings and provides an opportunity for former students to get help with college work, resume writing, job searches and any other personal issues they may be dealing with.

These two programs have been proven to dramatically increase the high school graduation rate, college enrollment rate and college persistence rate for at-risk youth. Since 2003, Urban Dove programs have resulted in a remarkable 98% high school graduation rate for participating youth, despite operating in schools and Districts with rates in the 50% range. Additionally, youth in the programs have attended college at a 95% rate and have persisted and graduated at an 85% rate, both of which are far greater than their peers. While these outcomes are the result of nearly two decades of work and were achieved through an optional after-school program and therefore are not expected to be replicated at UD Team II, they are evidence of the effectiveness of the program model and we expect their inclusion in the UD Team II curriculum to contribute to our above average student outcomes.

Methods and Strategies for Students At-Risk of Academic Failure

Because of the specific population UD Team II is intended to serve, we consider all of our students to be at-risk of academic failure. In order to address all the needs of our population, we have designed a unique and innovative school model founded on the belief that all of our students can learn and succeed academically, but that in order for them to achieve this success, we must devote time, resources and attention to their social and emotional health through a youth development program. All of our methods and strategies are designed to ensure that all the needs of our students are being met so that they have all the skills they need to succeed in school and beyond. The building of social and emotional strength in our students is the work of each and every staff member. All staff members at UD Team II are trained to look at themselves as Youth Development specialists first and foremost. All staff are trained in youth development concepts and practices, and in community building and restorative circles. All staff are expected to consistently uphold our Core Values and to hold all students to those values as well. All aspects of our school model consistently reflect our youth development principles and are designed to work together to encompass the students' entire experience at UD Team II. The key elements are:

1. Sports-Based Youth Development
2. Support Services
3. More Time on Task
4. Same Sex Groupings
5. Multiple Intelligences
6. Differentiated Learning
7. Targeted Interventions

For a detailed explanation of Key Design Elements, please see **Section 1 – Mission, Key Design Elements, Enrollment and Community**.

[1] Daniel F. Perkins and Gil G. Noam. "Characteristic of Sports-Based Youth Development." *New Directions for Youth Development* Volume 2007 Issue 115, Pages 75 - 84

[2] Hanson, T.L. & Austin, G.A. (2003). *Are Student Health Risks and Low Resilience Assets an Impediment to the Academic Progress of Schools?* (California Healthy Kids Survey Factsheet 3). Los Alamitos, CA: WestEd.

[3] Economos, C.D., Hyat, R.R., Goldberg, J.P. et al. (2007). A Community Intervention Reduces BMI z-score in Children: Shape Up Somerville First Year Results. *Obesity*, 15: 1325–1336.

[4] Wei, M., Kampert, J.B., Barlow, C.E. et al. (1999). Relationship Between Low Cardiorespiratory Fitness and Mortality in Normal-Weight, Overweight, and Obese Men. *JAMA*, 82: 1547-1553.

[5] Pate, R.R., Trost, S.G., Levin, S., et al. (2000). Sports participation and health-related behaviors among US youth. *Archives of Pediatric and Adolescent Medicine*, 154: 904-91.

[6] Harrison, P.A., & Narayan, G. (2003). Differences in behavior, psychological factors, and environmental factors associated with participation in school sports and other activities in adolescence. *Journal of School Health*, 73(3), 113-20.

[7] Barber, B.L., Stone, M.R., & Eccles, J. (2003). *Adolescent Participation in Organized Activities*. Wash, DC.

[8] Barber, B.L. et al. (2003).

[9] The Case for High School Activities. (2008). The National Association of State High School Federations.

Retrieved from <http://www.osaa.org/osaa/info/08CaseForHSActivities.pdf>

B. Special Student Populations and Related Services

At UD Team II we believe all students benefit from a full inclusion environment. Acknowledging that the highest form of learning is teaching and that our philosophy is one of teamwork, our students will be encouraged to support each other in their academic course work. A school-wide culture of support will help all students to achieve at high levels regardless of disabilities or learning modalities. All programming, during and after-school, is carefully designed to be accessible to all students.

We will have two teachers in every classroom, a certified Special Education teacher and a certified General Education content teacher. We will service all students through the Integrated Collaborative Teaching model. Coupled with our task-based learning instructional model, lessons will be differentiated and specifically individualized for students which will allow teachers to meet the multitude and range of student needs. Additionally, it will give our students a greater opportunity for academic growth, while working towards proficiency at the same time.

We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. We will not discriminate against any student and therefore are committed to working with differently-abled students to complete their high school education.

Students that are suspected of having a disability will be added to the special education teacher's caseload as "at-risk." The special education teacher will assess the students' math and literacy levels, evaluate and analyze their grades and credit accumulation, gather work samples and conduct classroom observations. Using the information gathered, the special education teacher will create an intervention plan, with specific short and long term goals, and monitor the student's growth and progress. If the student does not improve with these interventions, teachers will then work with the Director of Student Support Services to make a recommendation, in collaboration with the parents, for an evaluation for special education services to the Committee on Special Education. Our Director of Student Support Services will then take over as the point person and follow through on the next steps with the CSE. If the CSE determines that an IEP is necessary, the special education teacher will work with the Director and the CSE to gather the necessary documents, create the IEP and participate in the IEP meeting, along with the student's parent, coach and general education teacher.

At full capacity, UD Team II will have 12 licensed and certified special education teachers and a Director of Student Support Services. The Student Support Services department will have three Social Workers, two Deans, and two Program Assistants that will all be trained in Non-Violent Therapeutic Crisis Intervention and Restorative Practices.

Every class will have a special education teacher that will work in collaboration with the general education teacher to create class lessons and materials. Each special education teacher will be responsible for using the information in the IEP to differentiate and individualize lessons for specific student needs based on the Present Level of Performance and the IEP Goals. This information is taken directly from the IEP and used to construct lessons, or tasks, for the students with disabilities. The Special Education teachers will use the SDI model for creating differentiated tasks for students on their caseload.

The Director of Student Support Services, along with the SSS department, will work collaboratively with the CSE to accommodate all the services indicated on the IEP. Related services will be contracted through the DOE and outside agencies will employ staff to service the students in our school building. Speech, Counseling, and Occupational Therapy mandates will be met in accordance with the IEP.

The Director of Student Support Services will manage the IEP record-keeping and oversee the distribution of IEPs to all staff that require access. Hard copies will be kept in the Student Support Services office, in a locked file cabinet, and staff will be required to sign out the files. Files for each student will contain copies of current and previous IEPs, intervention plans, work samples, assessment data, report cards, behavior reports, and any other documentation pertaining to the student. Additionally, each special education teacher will have a binder containing pertinent information for their caseload, such as snapshots of the IEP containing key information, logs of intervention plans that are in process, and current status of grades. The binders serve as a resource for the entire team that works with the students with IEPs.

UD Team II will have weekly meetings in which staff have the opportunity to discuss the students with whom they work and intervention plans are discussed and analyzed.

In addition to the related service providers and the mandated counseling on the IEPs, we will also have three Social Workers on staff to provide crisis and at-risk counseling to our students. Every student will have access to a Social Worker. Social Workers will be able to check in with each student, at the minimum once a month, and coordinate any additional services that the student or family might need.

We have a number of tiered interventions that we will use to support our English Language Learners. Both the Read 180 and Math 180 programs are designed to meet the specific needs of ELLs. By identifying them as ELLs in their accounts, the program automatically embeds additional vocabulary, fluency, and grammar supports into their online work sessions. ELL students who are not proficient or at grade level by the time they complete these programs during Year 1, will continue to use them as an enrichment support throughout their time at UD Team II. In addition, we will make sure that students have access to bilingual dictionaries and alternative language versions of state exams, not just on the day the exams are administered,

but to work from while learning in their daily classes. We offer the NYSESLAT annually and provide our ELL population with their related services for all State Exams.

C. Achievement Goals

Urban Dove Team Charter School II is an ungraded Transfer High School serving a high risk population of student. The school is programmatically designed and chartered to provide expanded learning opportunities to students at-risk of academic failure, with an enrollment policy that is restricted to students 16 years or younger who have attended high school and accumulated less than eight credits. Because students with this kind of history of academic challenges mirrors the at-risk populations outlined by the New York State guidelines, UD Team has consistently surpassed all targets, often by overwhelming ratios. UD Team II will also target and serve this high risk population of younger Overage/Under-credited student, and therefore will not have any issues meeting, and in virtually all cases exceeding, the target enrollment numbers for these population sub-groups.

| Sub-Group Student Population | CSD 4 Averages | Projected UD Team II Averages |
|------------------------------|----------------|-------------------------------|
| Students with Disabilities | 12.9% | 40% |
| English Language Learners | 5.3% | 6% |
| Low Income Students | 84.1% | 95% |

UD Team II's unique student population does not allow for a traditional Accountability Plan as set forth in the New York State Charter School Performance Framework Benchmark 1: Student Performance. UD Team II will be the only school (besides UD Team) that takes 15 or 16 year old students with less than 8 credits without requiring a diagnostic entry exam or a personal interview. Due to this unique population, there are no Peer High Schools, Community School Districts or cross-sections of schools that can be used to comparatively analyze our outcomes and student performances. This means that high school graduation rates, Regents pass rates, College Readiness rates and College Enrollment rates are all unavailable to us for a traditional Performance Framework analysis.

In lieu of a traditional Accountability Plan, UD Team and Urban Dove have worked with the NYSED Charter School Office for the past three years to create an alternative Accountability Plan that can accurately and fairly compare student outcomes while still holding the school accountable. UD Team II will adopt the same Accountability Plan approved by the NYSED Charter School Office. The plan measures performance in six categories:

1. Retention
2. Attendance
3. Graduation Rates
4. Special Education vs. General Education Graduation Rates
5. College Enrollment
6. Progress Towards Graduation

These six categories represent measurable performance metrics that, together, clearly establish the school’s overall success in engaging, educating and empowering our students. The first element is retention. UD Team II’s target students have high dropout rates, and the first sign of our success will be our ability to keep students enrolled from Year 1 through to Year 3, when they become part of our Accountability Cohort. Students in the Accountability Cohort are those who enrolled, actually attended school in the beginning of the school year, and did not officially Transfer to another school at some point in their first two years. UD Team II’s goal is to have a retention rate of 70%, meaning that of the 110 students that enroll in Year 1, 77 of them will end up in our Accountability Cohort in Year 3.

Many schools set goals and track attendance based simply on the Average Daily Attendance for the entire school. Due to the number of students we serve who, despite enrolling, never engage in school and never attend, despite our best efforts, the ADA of the entire school is not an accurate measurement of engagement and positive attendance. UD Team has used five years of data to determine that 60% overall attendance is the critical attendance rate students must achieve in order to successfully make progress toward graduation. Using this key benchmark, we divide students into three attendance sub-groups – Disengaged (below 60%), Engaged (60% and above) and Highly Engaged (80% and above). As expected, positive outcomes increase with greater attendance. The Attendance Task Force tracks student attendance weekly to track which students are in which categories, and enlists a menu of targeted interventions to push any student who is Disengaged up into the Engaged category. At the same time, we track all students who are in the Engaged and Highly Engaged category but who show signs of slipping down. Our goal is to have a minimum of 65% of all students in the Engaged sub-group.

In creating the Accountability Plan for UD Team, we worked closely with the NYSED Charter School Office to obtain data from the NYC DOE that allows us to compare our students with other students who share the same age/credit ratio as our students. We use this peer-peer comparison as the basis for our Benchmark 1: Student Performance analysis and will use the same plan for UD Team II. Unfortunately, we have only been able to obtain this peer-to-peer data for high school graduation rates (as a Transfer School, we use the DOE’s model of six year graduation rates for Transfer School student performance), but not for College Enrollment rates, or sub-filters for ELLs, SwDs or Low Income students. While we know these filters will further reduce the citywide averages, we are forced to ignore those variances for now. UD Team II students can be grouped into three risk categories based on their age, credits, and Regents which allows for a direct comparison to NYC DOE students citywide:

| Student Sub-Group | Citywide Six Year Graduation Rate (as per DOE data) |
|---|--|
| 15 years old, less than 11 credits | 30% |
| 16 years old, less than 11 credits, no Regents | 27% |
| 16 years old, less than 11 credits, one or more Regents | 28% |

UD Team II's goal is to meet the citywide averages in our first three graduating cohorts (the cohorts that will graduate in the first charter term) and to exceed these citywide averages in all subsequent charter terms.

UD Team has, and UD Team II is projected to have, a very large number of Students with Disabilities. Our fully inclusive model is designed to accommodate the special needs of all of our students and ensure that each student is provided the tools, resources and support they need to be successful. Due to the large number of SwDs, we track their outcomes separately. We were not able to get the DOE to give us a peer-to-peer comparative analysis for SwDs specifically, however, so we must use the District rates for all SwDs, regardless of credits and Regents or Overage/Under-credited status. UD Team II will use the six year graduation rate for SwDs in CSD 4, which for the class of 2010 (latest data available) was 47.6%. Our goal will be to match the District average.

As mentioned, no peer-to-peer data exists for College Enrollment data, so UD Team II will rely on the closest similar comparison available – NYC DOE Transfer School College Enrollment rates. While we believe this number is higher than a peer comparison would be, it is the closest we can come until DOE provides us specific data on our students citywide. UD Team II's goal will be to match the Transfer School College Enrollment rate of 18%.

Each year, UD Team II will enroll some students who simply have too many challenges to overcome to make it all the way to graduation. While UD Team II will greatly reduce the number of students who drop out before graduation, and we will work with every student to prevent this from happening, we know there will be students who drop. UD Team II is committed to improving the prospects for all students, even if they fall short of receiving a diploma. Re-engaging in school, earning credits, even if they cannot do so to the full degree necessary for a diploma is a positive outcome and can show growth. Therefore, UD Team II will track Progress Toward Graduation – a metric that tracks credits accumulated for students who ultimately drop out before graduating. Progress Toward Graduation is measured using the DOE's Target Goals for how many credits a student should earn based on the credits they have. Students are tracked until they exit UD Team II either as a Drop. UD Team II's goal will be to help at least 50% of these students in each cohort make Progress Toward Graduation in at least one of their year's in school.

While attendance is monitored weekly, student academic progress is tracked each trimester. Each trimester a student's credit accumulation is reviewed and determination is made if the student is making progress toward graduation. Each student upon enrollment has an Individualized Learning Plan (ILP) created for them which includes their credits, Regents, and IEP information (if applicable). The ILP serves as the student's roadmap to graduation. Coaches meet with students individually at least three times per trimester to review the ILP, tracking the students' progress and once at the end of each trimester to update it as needed. If the student is not making progress as expected, interventions and improvement plans are created and

adopted by the student and their family. While UD Team II does not track school-wide Regents pass rates as a Performance Framework Benchmark, we do track them for each student as they are key milestones in the path to graduation. For Year 3 students, a cohort analysis is done in October by the administration to identify which students are on track to graduate in June, which students are on track to graduate in August, and which students will need to return the following school year for additional credits and/or Regents. Students who are able to graduate without returning, but who are on the bubble are identified and the League 3 team creates a plan to closely monitor their progress. The cohort is then reviewed again in January, after Regents exams, and ILPs are adjusted as needed. Students who must return for a fourth year are notified at the end of the second trimester, and an action plan, with timelines, is created and shared with the student and family so there is a clear understanding as to how the student can achieve their goal.

Over the course of the year, the school leadership team meets together on a weekly basis to monitor the progress towards our school wide goals, based on observations and data. Directors then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Whole staff meetings and department meetings occur two times per month (led by the Director of each department). We have weekly League Team Meetings which are comprised of teachers, coaches, and members of both the Operations and SSS departments, allowing for each department to share information on student performance, cross reference information on a particular student or issue, and course correct if any negative trends are persisting.

Families and students are both provided with individualized online access to Jupiter, the school's data base program, which gives them real time data on student achievement, attendance, grades and behavior logs. They are able to log in to their accounts from home or work via computer or mobile device at any time and view the information on their child. Within the school building, school-wide attendance data is regularly posted on a bulletin board in the central hallway in order to promote awareness about attendance trends. Students are able to analyze their attendance data and measure it against the school-wide rate. Awards ceremonies are held at the conclusion of every trimester, where students are recognized publicly for their academic and behavioral achievements. Twice a trimester, families receive progress reports and/or report cards via mail and at Parent Teacher Conferences. These reports provide families with a complete record of their child's academic performance in each class. Families may review these reports with teachers at conferences and discuss the information contained to better understand what their child has accomplished, what they still need to complete and what needs to be addressed over the remainder of the year. Additionally, Coaches contact parents regularly, especially if a student is absent or late and teachers keep in regular communication with parents about the progress of their child.

D. Assessment System

As teachers break their units down into tasks, they will use pre-assessments, formative assignments, and culminating assessments to measure growth and determine what students need to learn and the skills they need to focus upon. Task 1 for any unit will be a pre-assessment through which teachers activate students' prior knowledge of the content being taught. Tasks 2-5 will be formative assessments through which students learn the new content. These will be scaffolded and focus on building skills. The final task of the unit will be summative to assess whether students are able to answer the Essential Questions and have mastered the content prior to moving along to the next Unit of study. Students will be encouraged to revise all tasks until they meet the Exceeds Standards criteria on the Task Rubric. In order to prepare for Regents, all courses that culminate in a Regents Exam will give a Final Exam that is a Mock Regents. These Final Exams/Mock Regents are actually formative in nature to allow the students and teachers to assess the progress the student is making towards mastering material tested on the Regents and the skills embedded within the exam necessary for success.

AT UD Team II, we will regularly assess our students reading and numeracy levels to measure growth and the effectiveness of our curriculum. Students will take the READ 180 and MATH 180 assessments three times per year. Results will be shared with all teachers and the Director of Curriculum and Instruction will monitor student growth throughout the year. Teachers will use the data to create individual growth goals for each student.

As teachers break their units down into tasks, they will use pre-assessments and culminating projects/exams to measure growth and determine what students need to learn and the skills they need to focus upon. After Regents and Mock Regents are offered, teachers will analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions. All teachers use reading and math assessment data to monitor literacy growth throughout the year. They will use the students' reading levels to create appropriately leveled readings and documents that will push students' growth to the next lexile level. Science and Math teachers both will use the students' numeracy levels to individualize instruction and level class materials and further develop their skills towards College Readiness.

At the end of each trimester, final grades for all courses will be analyzed and teachers will determine why students received the grades that they did and work as departments to see where their tasks and coursework were successful. After a complete review, successful strategies and elements will be highlighted for replication and weak areas are noted where change will be needed to better support the students and increase positive outcomes. This data will be shared throughout the school. After Regents and Mock Regents are offered, teachers will analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions.

E. Performance, Promotion, and Graduation Standards

See Attachment 3 **UD Team II uses the same Exit Standard Rubric for all academic classes*

UD Team II will be an ungraded Transfer School and as such, students will not advance from grade to grade. Rather, they will remain with their team and cohort for youth development and engagement purposes, but continue at their own pace academically. UD Team II will follow the guidelines set forth by the New York State Board of Regents in regards to high school graduation requirements--44 credits and 5 regents.

In their time at UD Team II, all students will be enrolled for 9 credits of ELA, with a requirement of earning at least 8 credits in order to meet the minimum requirement to graduate. Each ELA course will be designed using both NYSED ELA standards, coupled with the Common Core Standards for ELA. Students will demonstrate mastery of the ELA curriculum by passing the Common Core ELA regent. Our goal will be for every student to receive a score of 75 or higher, known as the college readiness benchmark, however, we will not withhold graduation if this benchmark is not met.

Students at UD Team II will be enrolled in 9 credits of Math with a requirement of earning at least 6 credits in order to meet the minimum requirement to graduate. Each Math course will be designed using both NYSED Math Standards, as well as Common Core Math standards. Students will demonstrate mastery of the Math Curriculum by passing the Common Core Algebra Regent. Our goal will be for every student to receive a score of 70 or higher (college readiness benchmark), however as with ELA, we will not withhold graduation if this benchmark is not met.

Students will also be enrolled in 9 credits of Social Studies with the requirement of earning at least 8 credits (4 Global, 2 US, 1 Government, 1 Economics) in order to graduate. Each course will be designed using both the NYSED standards, alongside the Common Core Standards in reading and writing. Mastery for graduation is demonstrated by passing one of two history regents (US History or Global History).

UD Team II will use a mastery-based learning method of teaching for each of its courses. Teachers will develop curriculum based on the NYSED and Common Core Standards. They will then create units and tasks based on sub-standards which support the main standards being taught in a particular course. Students will not progress to the next task or unit unless they show mastery in a specified sub-standard. A wealth of support will be offered to students throughout the course of study, including small class sizes, two teachers, differentiated groupings, and materials appropriate to the students reading and/or numeracy level. If a student does not demonstrate mastery of standards at the end of the course, they must repeat the course at a later time. By the time students graduate from UD Team II, they will have displayed mastery in nine competencies, which UD Team II will use as its Exit Standards. The

nine competencies are: Orient, Understand, Question, Research, Utilize, Analyze, Reason, Communicate, and Discuss and are the same for all academic classes. School Wide Rubrics will be incorporated into classes for each of these competencies so that teachers and students can monitor growth in each area (see Attachment 3). Each course will focus on no more than two competencies at one time. The levels on the rubric are Below Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. Teachers will assess students at the start of each course where they fall on the rubric and set their individual growth goals accordingly - for instance a student who enters the class at Below Expectations would work to reach Approach Expectations while a student who starts at Meets Expectations would work to reach Exceed Expectations.

F. School Schedule and Calendar

See Attachment 4a

See Attachment 4b

See Attachment 4c

UD Team II students in their first year will start their day in Homeroom at 8:30 AM. Early risers will have the opportunity to shoot hoops in the gym or play games in the cafeteria before homeroom begins. In homeroom, the students' coach and homeroom teachers will be present to do a check-in on how the students are feeling. Students will have an opportunity to check their grades online, make an individual plan for the day with goals, or work on a team project. Their first academic class will begin at 8:45 AM. Their coach will walk the team to their Social Studies class and provide one of the two teachers a team binder. The binder will have a tracking sheet for monitoring student progress both individually and as a team in our Core Values of teamwork, leadership, and communication. The coach will remain for the first five minutes of class and then head to his office. Students will be in class with their team and two teachers. They will be working on skills through a teacher designed unit where they will have to demonstrate mastery in order to progress. Students will be working on different tasks, at different paces. Students with IEPs will be working closely with the Special Education teachers. Before the end of the hour, the coach will return to the classroom and retrieve the binder from one of the teachers at which time he will ask about the team's performance in class. The coach will then bring the students to their next class, ELA. Here all students are grouped according to their performance on a reading inventory conducted through the READ 180 program. Students will start in one of three groups (independent reading, computer workstation, or guided instruction). They will remain in that group for 20 minutes before transitioning to the next group. After each successful completion of work in a given group, a student can earn a coin. Once they earn three coins they receive a coveted TLC card, which they can save to buy snacks later on in the day. Just as last period, the coach comes in the last 5 minutes of class and checks in with teachers to see how the team performed. The coach will now bring students back to their homeroom classroom where their next class will depend on the day, but may include having a community building circle with their team, being trained for HiRisers, learning

about college in College All Stars, or learning about Health and Nutrition with their coach. At the end of this class, students will transition to the cafeteria, where they will have 45 minutes to eat a nutritious meal, listen to music, and/or play games. After lunch, the coach will escort his students to Math, where they will be placed in one of two groups in the Math 180 program. This intervention program, like Read 180, will assess student needs based on a diagnostic test, and provide learning for students based on their results. After Math, students will head into Drama, their last academic class of the day. After Drama, students will head to the locker room to prepare for the SBYD block. Depending on the day, the team will either practice in the gym for an upcoming game, work out in the cardio or weight room, or head to a local elementary school and work with younger students through the HiRisers program. At 4:30 school is dismissed, but students have the opportunity to attend clubs, games, or internships either at the school or in the community. On Fridays, the schedule is different. Students will arrive to school at 8:30 AM as usual, but will meet in the cafeteria with the whole school for community breakfast. Announcements will be made, along with any shout outs to celebrate members of the community. While the breakfast is going on, students meet with their coaches to create a unique schedule for the day. The coaches will look at a student's grades to determine, in conversation with the students, what classes (up to three each Friday) they should take for the day, including any sports sessions. At noon, students can stay for lunch or grab a lunch to go and are dismissed. Finally, students have the opportunity to attend school on Saturday for academic support from 10 AM to noon, and for sports and clubs from noon to 2 PM. At the end of the traditional school year, students are able to attend summer school to receive credit recovery for any class they were not able to pass during the school year. They also have the opportunity to receive regents tutoring in preparation for August Regents. Students are also eligible to work as counselors in our summer camp, based on their performance in HiRisers throughout the year.

Classroom Teachers will start each year off with a three week series of workshop before school begins. In addition to the school wide professional development they will receive, teachers will receive intensive training on creating a curriculum that is mastery based. Teachers will be expected to have created their curriculum map and three units of instruction prior to the beginning of school. During the school year teachers will teach 5 sections of a class, with a co-teacher. The teaching team will have the same planning periods to allow for optimal collaboration and co-planning. Each trimester, teachers will have a day to draft curriculum for the following trimester and will receive deadlines to submit unit plans prior to the beginning of the new trimester. Teachers will continue to receive professional development throughout the school year on a bi-monthly basis, both at the school and through outside agencies.

G. School Culture and Climate

See Attachment 4d

UD Team II's school culture is fundamentally grounded in our three Core values: teamwork, leadership and communication. These Core values will drive the culture and climate of our school. When students enter our school in their first year, they will experience a UD Team II "Boot Camp," in which they will be taught expectations both in and out of the classroom. They will spend time getting to know their teammates, their coach and their teachers, while practicing routines and learning about the academic and sports program. From the first day that students enter our school, staff members will be working with students to develop a strong sense of community, on the team level, and within the greater school community. This strong community is what will lay the foundation for how we will work with and respond to student behavior. We will prioritize community so that when harm is done, the students will be motivated to repair it and restore the community.

In order to ensure a safe environment for our students, we incorporate community building circles, or "Team Time" circles, weekly. In these circles, students meet with their coach and their two homeroom teachers and discuss various topics including conflicts within the community, team or society, issues facing teens today, popular culture, current events, or health issues. Team building games are also included to strengthen relationships. Team Time circles are when teams and students can discuss issues relevant to their personal school experience, including conflicts inside or outside of school. Through positive communication, Team Time circles help to identify and de-escalate issues and conflict, reduce bullying and harassment and create a safe, positive environment for all students.

Additionally, a commitment to an environment free from harassment and discrimination will be communicated to our school through "Bully-Free/Anti-Discrimination Zone" signs, posted throughout the building. Our staff is also trained to identify and report suspected issues of harassment. Our small staff to student ratio (approximately 1:5) and community culture means that staff are highly aware of student dynamics. If concerns arise, teachers and coaches work with the Social Worker and the SSS department to develop interventions for all students involved. Maintaining a safe and harassment free environment in the school means establishing an equally safe perimeter around our school. Each day at arrival and dismissal, staff are present in front of the building and on the nearby corner. A strong staff presence outside the building allows our staff to observe potential negative behavior both among our own students, but also from other youth in the community. Staff presence outside during these times reduces the amount of time our students spend loitering after school, ensures a safer immediate environment and helps students get home in a safe and timely manner.

The unique population that we will serve, both general and special education students, will enter our school with many challenges, struggles and past failures, both in and out of school.

Our approach towards behavior management and discipline will be from a restorative, therapeutic and modification lens. We will respond to all student behavior with the intention of helping the student to identify the source, or trigger, for their behavior and help them to restore the harm that was done and learn how to handle future situations in a more productive way. Students will debrief, or discuss, each infraction at length with either the Dean or a Social Worker until they are prepared to restore the harm that was done. We will restore harm in various ways, including harm circles, formal mediation, community service, and workshops. Suspensions will be limited and rarely used as a consequence and we will not hold detentions.

UD Team II'S discipline policy is aligned with a behavior management system that is restorative and therapeutic. The students that attend Urban Dove Team Charter School II will have faced many challenges (academic, social and emotional) throughout their lives. With the understanding and acceptance that our student population enrolls in our school seeking an alternative to traditional approaches, we have created a program that works to teach our students about themselves, their behavior and provide them with the tools necessary to improve.

The Student Support Services department will be responsible for managing student behavior. Members of the SSS department will have a combination of experience and expertise in social work, restorative practices, mediation protocols, therapeutic interventions, crisis intervention and de-escalation. Each student infraction will be responded to through a teaching lens. We will view all student misbehavior as a lagging skill and seek to work with our students to develop the necessary skills to behave appropriately in society. Responses to student infractions can include mediation, restorative circle, formal conferences, or community service. Our goal will be zero expulsions and suspensions. We will limit punitive consequences and only resort to them when a student or their parent has refused the restorative option.

We use an online database to track student infractions, behavior and observations. This database is monitored and tracked throughout the day by the SSS department. Responses to referrals are tracked, along with staff response, next steps and any additional information. This tracking sheet operates like a queue for the Dean and other members of the SSS department. Updates, including parent outreach, meetings, circles, outcomes, and next steps are dated, recorded and marked "Complete" once the issue has been resolved. Daily student update emails are sent out to each league informing staff members of issues with students and next steps.

Data from all entries, especially from level 2 and 3 infractions, is broken down into specific behavioral trends (i.e. physical aggression, fighting, drugs or alcohol, etc). Those results are brought to the Leadership Team who then ensure that current programs are reflective of the needs of our students, and if not, what needs to be adjusted or added. Overall infractions are analyzed for trends, as well as infractions specific to individual students, teams or entire leagues so that data driven adjustments are correctly targeted to the entire school, or just with

specific teams or leagues. The data is also used to drive policy, plan Team Time circle topics, plan counseling sessions, and determine outreach or collaboration with outside resources or agencies.

UD team II will utilize every staff member in the building to support students' needs. There are two teachers in every class and each student is also paired up with a staff mentor. We have ten school aides/operational staff that have been trained on restorative practices and de-escalation strategies and provide additional social-emotional support for students throughout the day. Aides, teachers and coaches work together to manage student behavior and provide consistent order and discipline in a supportive and restorative way. UD Team II also utilizes the Department of Education's Related Service providers to service the mandated counseling for our Special Education students. Additionally, we have three full time Social Workers on staff available for at-risk counseling, crisis counseling and crisis interventions. There is one Social Worker assigned to each Year. At the beginning of the school year, the Social Workers do intake assessments with every student and create a schedule for regular sessions and/or group counseling. Social Workers work closely with students to reflect on their behavior and create plans for meeting long term goals. Responsive substance abuse and anger management counseling is also provided as needed.

Lastly, as we do at UD Team, UD Team II plans to frequently partner with outside agencies to provide additional support or programs. Some of the agencies we have partnered with include The Door, NY Peace Institute, Planned Parenthood, Community Counseling Mediation, Mobile Crisis Unit, Exalt Youth, Safe Horizon Counseling, Advocates for Children, and Day One.

We will have a school-wide incentive program called the UD Cup that centers on the Core Values of the school – Teamwork, Leadership and Communication. The UD Cup will be a points-based system of rewarding students for positive actions, including attendance, performance, behavior, and exhibiting Core Values. Points will be assigned to teams collectively and to individual students. One central method of individual reward will be the TLC Card. Teachers, coaches, operational staff and leadership will all give out TLC cards to students when they are exhibiting one or more of the Core Values. TLCs can be turned into the coach as a team donation towards the UD Cup or redeemed for snacks, lunch passes or UD Team water bottles, tee-shirts, etc. Teachers and coaches will have classroom management systems that will be tied to earning TLCs. Various school wide events and competitions will be planned frequently and tied to UD Cup points. Each Trimester, the team with the most UD Cup points will earn rewards. At the end of the year, the team that wins the UD Cup will earn a trip.

Teachers and coaches will communicate with parents on a regular basis, both over the phone and in person. At several different points throughout the trimester, each grade level team will meet to talk about individual student progress and identify positive elements of a student's performance in school. Phone calls will then be made to families, sharing this positive information. Too often, calls home to parents are negative – made when a student breaks a

rule, fails a test, or has an issue – so we will work to ensure that parents come to expect communication from teachers and coaches that is positive as well. Parents will receive phone calls from an array of teachers across multiple disciplines and coaches will regularly update parents on student progress as well.

UD Team II will hold three Parent Teacher Conferences per year at multiple times during the day to allow for maximum participation. During these sessions, parents and families will be invited to meet with teachers to discuss their child’s progress in more detail. All teachers, coaches and staff will be available to meet and discuss academic, social and behavioral progress, strengths and areas for continued improvement. Parents will also be able to contact the school to schedule a meeting with teachers, coaches or staff as necessary if there is ever an issue they wish to discuss, outside of the scheduled PTCs.

UD Team II employs multiple strategies for assessing student and family satisfaction. Parents and students will participate in the NYC School Survey, as well as our own internal survey which will be given out bi-annually, once in October and then again in May. Surveys will be done twice per year to ensure that whatever concerns were brought up in the beginning of the year were addressed. Results of the survey will be shared with the staff and the Board of Directors, and areas of concern, if any, will be identified and discussed by appropriate teams. The School Leader will meet with leadership team to discuss results, which will then get discussed at a League-wide level with all staff. If action plans are necessary, Leadership will assign tasks to various staff committees. A similar process will happen at the Board level for issues that are raised by parents that rise to the level of Board involvement, especially as they pertain to School Leader performance.

To ensure that family and student voices are incorporated into all relevant decision making, the School Leader will also regularly hear concerns brought up by Student Government, which will be comprised of two representatives per team, one of whom will be elected by peers and one of whom will be appointed by school staff.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

See Table 1a *no new Board members have been added since the LOI phase

Urban Dove Team Charter School II is a replication of UD Team, a highly successful charter school operating since 2012 in Bed-Stuy, Brooklyn. UD Team II will operate under the same Education Corporation as UD Team, and the Board of Directors will be the same as well. There have been no members added to the Applicant Group Information (Table 1) since submitting the Letter of Intent to Apply (*one non-material change is that Jai Nanda was erroneously listed as an “Ex Officio” member of the Board of Directors. He will not serve on the UD Team II Board of Directors in any capacity).

The UD Team Board of Directors, after evaluating the performance of the school over the first five years, including two graduating cohorts, unanimously decided to replicate the school model in order to serve more students at-risk of dropping out of high school. Three members of the Board were founding members of UD Team and have been involved in the creation of the model since its inception. All members of the Board are passionate about the work we are doing with our students and committed to ensuring that all students, regardless of their success to date, have the right to a quality education.

In coordination with Jai Nanda, the founder and Executive Director of Urban Dove, Inc.*, the Board of Directors of UD Team has been planning the replication of the school model. The Board empowered Mr. Nanda to reprise his role as primary author of the charter application and met with him over the past year in both full Board meetings and in individual meetings, to plan and create the application. The Board also approved the allocation of time by Mr. Bahl, the school leader at UD Team, and his staff to assist Mr. Nanda with portions of the application, as needed. Mr. Nanda submitted sections of the application, when completed, to the full Board for review and comment, before incorporating them into the final draft.

**Urban Dove, Inc. served as the Institutional Partner to UD Team for the first five years of operation, but now is the Charter Management Organization for both UD Team and UD Team II*

B. Board of Directors and Governance

Attachment 5a is not needed, all information was submitted in the LOI phase

See Attachment 5b **As UD Team II is part of the same Education Corporation as UD Team, the By-Laws attached are the UD Team Education Corporation By-Laws*

See Attachment 5c **Same as above*

Urban Dove Team Charter School II is seeking approval from the New York State Board of Regents, which authorized UD Team in December 2010. UD Team's Board of Directors has worked closely with the Board of Regents and the New York State Education Department's Charter School Office since inception to create a successful, highly regarded charter school, and we expect to continue this important work as we open UD Team II. The Board of Regents, as our authorizer, is the governing body that oversees and ensures that UD Team II is providing the educational program it has put forth in its charter application. The application, which upon approval becomes our charter contract, is an agreement between the Board of Regents and UD Team II. UD Team II is committing to responsibly, ethically, and faithfully execute the terms of the charter and to engage and educate our students. The Board of Regents is mutually agreeing to provide the public funds, flexibility and oversight needed for us to carry out our mission. The Board of Regents will review on an ongoing basis, the school's performance and ensure that the school is meeting its obligations, which will include academic outcomes, legal compliance, and financial oversight. UD Team II's Board of Directors will have the responsibility for ensuring that the school is in compliance with the terms of its charter and will work with its CMO and School Leader to provide all necessary reporting documents to the Board of Regents.

UD Team's board is a group of dedicated, caring professionals who have the expertise needed to create and govern a charter school for at-risk students. The Board has seven members, three of whom are founding members of UD Team and one of whom joined just after UD Team was approved. UD Team II's board has a wealth of experience and expertise in running a charter school as well as in replicating a school model. Board members include:

1. Patricia Charlemagne
2. Andrew Ehigiator
3. Patrick Fagan
4. Michael Grandis*
5. Wanda Morales
6. Spencer Rothschild*
7. Kevin Turton

**serves as a member of the CMO Urban Dove's Board of directors as well*

Patrick Fagan is a Network Leader at the New York City Department of Education and before that worked in the Urban Assembly network of schools. He is a founding Board member of UD Team and provides Finance and Operations expertise. Patrick serves as the Board Treasurer.

Michael Grandis serves as the Board Chair and is also a founding member of the Board. He also served on the Board of Urban Dove for sixteen years. Mr. Grandis is an attorney and provides Legal, HR, Governance, and Compliance expertise. Patricia Charlemagne has served on the Board for five years. Ms. Charlemagne is an attorney who currently is the Executive Director of an education non-profit in the Bronx. Ms. Charlemagne was previously the Chief Operating Officer at Future Leaders Institute Charter School in New York City. Ms. Charlemagne provides HR, Operations, Curriculum and Legal expertise. Ms. Charlemagne serves as the Board Secretary. Wanda Morales is the Director of Operations at Bedford-Stuyvesant New Beginnings Charter School and previously served as the founding Director of Operations for New York City Montessori Charter School in the Bronx. She has also worked in the New York City Department of Education. Ms. Morales provides Operations expertise. Kevin Turton is the parent of a UD Team graduate and has served on the board for three years. He is an attorney and an entrepreneur with expertise in Media and Communications. Spencer Rothschild is a founding Board member of UD Team and serves as the Board Chair of Urban Dove, Inc. Mr. Rothschild is the founder and CEO of Barrio Foods. Mr. Rothschild provides Business Operation, Finance and Strategic Planning expertise. Andrew Ehigiator is a former Urban Dove youth participant and has served on the Board for one year. He provides expertise in Program Development and IT/Technology. Each Board member serves three year terms, which are staggered. The Board has three standing committees – Governance, Academic and Finance – and each member must serve on at least one committee. The Governance committee is responsible for onboarding new Board members, ensuring legal compliance, updating policies and manuals and HR, among other duties. The Academic committee is responsible for reviewing and analyzing student data, tracking outcome performances against school goals, and working with the School Leader on implementation of new academic interventions as needed, among other duties. The Finance committee is responsible for financial oversight, including monthly review of the bank statements and accounts, oversight of the annual audit, and annual review of the CMO contract, among other duties.

The Board’s role is to ensure that the school is meeting its obligations as described in the charter agreement. The Board must maintain consistent oversight over finances, legal compliance, School Leader performance, and student performance outcomes. The Board must also offer support and guidance to school leadership to help them achieve their goals for the school year and the charter term. UD Team’s Board of Directors has three working committees – Governance, Finance and Academic Performance. These committees are tasked with ensuring the Board is providing oversight into these three critical areas, and providing the Full Board with the information it needs to make informed decisions. Committees meet at least twice per year, and as needed, to review relevant issues in more detail. Each committee has a school staff liaison that works with them to provide information necessary.

In order to ensure the school is achieving its goals, the Board works closely with the School Leader and the CMO, using the school’s Accountability Plan and the New York State Charter School Performance Framework Benchmarks as a guide. In the last quarter of each school year

(April – June), the Board of Directors, the CMO and the School Leader work together to identify and address areas of improvement for the coming year, based on data collected from the previous year. Previous year's goals are reviewed and data is used to determine if goals were met and progress shown. The process for the upcoming year then starts with the School Leader identifying areas he believes to be a priority for improving outcomes for students, or for organizational capacity and soundness in the year to come. The School Leader identifies strategies that he believes will properly address those areas and associates probable costs associated with implementation. These are submitted to the Board for review and are then discussed as a group. The Board may either agree in whole or in part to the Leader's proposal, may suggest different or additional areas of improvement or provide alternative methods and strategies to implement. While daily school operations are the purview of the School Leader, strategies that require significant additional expense must be approved by the Board, so the process is a collaborative one. Each priority is reviewed to ensure it aligns with school's overall mission and educational philosophy, and each strategy is reviewed to ensure it is logistically possible and fiscally prudent in both the short and long term. Once a consensus is reached, the School Leader creates an Action Plan to use as a guide for the year, revisiting as necessary throughout the year.

The Board will meet eleven times per year and will comply with all aspects of the Open Meeting Law. Meeting dates will be set for each upcoming year at the annual Board Meeting. Meetings will be publicized on the school's website, posted in the main hallway of the school outside the main office, noticed in monthly newsletters sent out via email to families, and in other regular correspondences to community stakeholders, including the local media. The School Leader will encourage staff and families to attend and participate in Board Meetings. The Board Chair will preside over the meeting's agenda. Prior to each Board of Trustee meeting, Board members will receive a packet containing some or all of the following:

- An Agenda for the meeting
- A School Leader Report and Dashboard with an Executive Summary of school operations and student data, including attendance, lateness, disciplinary actions, etc.
- Minutes from the previous Board meeting
- Monthly financial statements including income statement, balance sheet, and cash flow statement
- Staff data including: (i.) current staffing levels and vacancies, (ii.) monthly staff attendance, (iii.) retention figures and projected staffing needs, (iv.) twice yearly teacher impact on student performance based on fall and spring assessment results.
- Student outcome data, when appropriate, including credit accumulation, Regents testing, graduation rates and diagnostic testing results.
- Any Resolutions or action items that require a Board vote or approval

Using the above qualitative and quantitative data as well as other data it can request on an as needed basis, the Board of Directors will have the information it needs to make sound

management and oversight decisions and provide on-going support toward continuous school improvement.

Urban Dove Team Charter School's initial Board of Directors was assembled as a group of individuals who collectively had the expertise to provide proper stewardship and oversight to a new charter school. The seven members of the current Board of UD Team will also serve as the Board of UD Team II and each member has served on the Board for at least one year, with the average being just under four years. With the opening of UD Team II, the Board would like to add one member who will be a parent representative from UD Team II, and will begin to recruit that member toward the end of the 2018-2019 school year as we identify parents who are engaged, committed and interested in supporting the school in this manner.

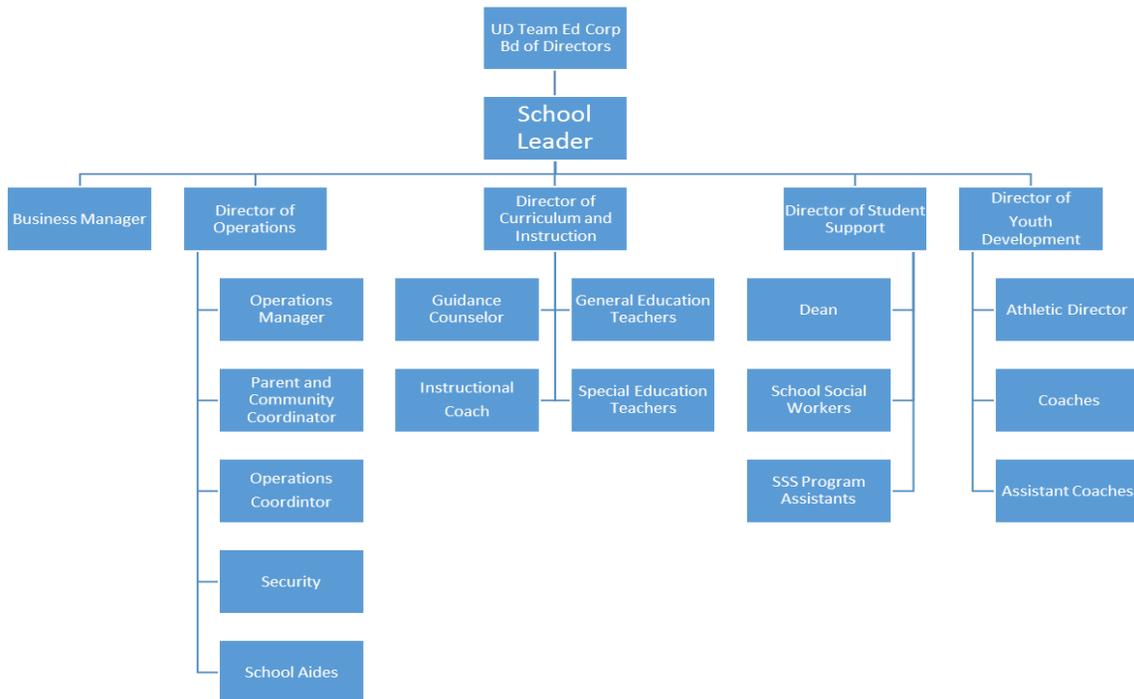
When a new Board member vacancy needs to be filled, the Board follows a process outlined in the By-Laws. The first step in the process is for a current Board member to recommend a candidate to the full Board. This can be a personal or professional acquaintance, or someone whom the Board member has met and feels will be a good fit for the Board. Once a recommendation is made, the Board decides if the candidate is worth pursuing. If so, the candidate is invited to meet with members of the Governance Committee and make a site visit to the school. The site visit, conducted during the school day, is hosted by the School Leader and a Board member (if possible) and allows the candidate to view the school in operation, meet staff and students, ask questions, and get a better idea of the school and its model. The meeting with the Governance Committee is a two-way interview. The candidate can ask questions to get a better understanding of the roles and responsibilities, time commitments, and state of the school, and the Board can question the candidate about their interest in joining, their ability to meet the responsibilities, determine any potential conflicts, ensure the candidate's areas of expertise align with the Board's needs, and judge overall fit with the Board. Once the site visit and meeting with the Governance Committee is complete, the members report to the full Board the content of their meeting. Potential issues are discussed, if any, and a decision is made to continue the process or not. If the Board wishes to continue, the candidate is invited to audit several monthly meetings of the Board. The candidate is invited to participate in the meetings, review public documents, ask questions and see firsthand how the Board functions. Once this is done, if the Board and the candidate are both in agreement that the process should finalize, the Board notifies the Charter School Office, provides the candidate with the necessary paperwork from NYSED and adds the item to a future Board meeting agenda for a vote.

C. Management and Staffing

See Attachment 8a

Urban Dove Team Charter School II will be the second school to operate under the Urban Dove Team Charter School Education Corporation. The School Leader will report to the Board of Directors of the Education Corporation, and the Charter Management Organization, as part of its contract with the Education Corporation, will provide support and guidance to the School Leader. UD Team II has not identified its School Leader, but an informal search has already begun, and a formal search will begin in May 2017. The ideal candidate will have at least ten years working in schools both as an instructor and as an Administrator. The candidate must have experience in a high school, preferably a Transfer High School. The candidate must be fully committed to UD Team II’s SBYD model and to the belief that all students can learn. Additional experience in youth development work and/or sports will be helpful as well. The School Leader will have four Directors in Year 1 – for Curriculum and Instruction (DCI), Operations, Student Support Services and Sports-Based Youth Development. The Business Manager will onboard in Year 2.

Urban Dove Team Charter School II Organizational Chart at Capacity



UD Team II clearly outlines roles and responsibilities, as outlined in the UD Team II Organizational Chart. The Board of Directors, in conjunction with the School Leader, insure that UD Team II is remaining faithful to the articles set forth in the Charter, as well as meeting the goals set forth at the beginning of the school year. The School Leader oversees four Directors, each of whom are in charge of a specific department. The Business Manager insures that our expenditures are in line with our budget, as well as making sure that payroll is processed in a timely manner, and that our employees are receiving robust benefits. The Director of Operations oversees student enrollment, facilities, supplies, student records, attendance, and general building maintenance. The Director of Operations also handles any and all Human Resource concerns as it relates to onboarding, termination, employee relations, etc. in Year 1. The Director of Curriculum and Instruction insures that quality curriculum, units, and lessons are developed by teachers and delivered effectively to students, while monitoring student growth through credit accumulation, reading and math inventories, and Regents results. The DCI also observes and supports teachers and their work on a regular basis. The Director of Student Support Services monitors student behavior and insures that misbehavior is viewed through a restorative lens and that our school environment is safe and free from disruption. Finally, the Director of Youth Development supervises the Coaching staff and the Athletic Director and oversees the SBYD program. The Director is responsible for making sure coaches are completing tasks both on and off the court, including implementation of the HiRisers program, meeting individually with students, communicating with parents and completing all necessary paperwork. The Athletic Director is responsible for making sure all games and practices are scheduled, adequate facilities, uniforms and transportation needs are met, and coordinating all inter-scholastic competition and league participation.

Directors are supported by a number of coordinators and leaders, including our Operations Manager, Parent and Community Coordinator, a Dean of School Culture, an Instructional Coach, Grade (League) Team Leaders, and Department Heads. Teachers are responsible for the day to day teaching and curriculum writing. Special Education teachers monitor students' progress towards their IEP goals. UD Team II Coaches insure that students are coming to school on time, are passing their classes, and are actively engaged in school through sports competition. Our School Social Workers have regular individual and group sessions to check on the social and emotional well-being of our students. Our school Guidance Counselor monitors student credit accumulation and meets with students regularly about their progress. School support staff monitor hallways, entrances, and the cafeteria, as well as maintain supply inventory, and updated student files (both electronic and paper).

Table 3: Proposed Management and Staffing Chart

| <u>Position</u> | <u>Avg. Starting Salary</u> | <u>FTE</u> | | | | |
|--|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| School Leader | 125,000 | 1 | 1 | 1 | 1 | 1 |
| Director of Operations | 85,000 | 1 | 1 | 1 | 1 | 1 |
| Director of Curriculum and Instruction | 95,000 | 1 | 1 | 1 | 1 | 1 |
| Business Manager | 50,000 | | 1 | 1 | 1 | 1 |
| Director of Student Support Services | 80,000 | 1 | 1 | 1 | 1 | 1 |
| Director of SBYD | 85,000 | 1 | 1 | 1 | 1 | 1 |
| Guidance Counselor | 52,500 | | 1 | 1 | 1 | 1 |
| Instructional Coach | 60,000 | | | 1 | 1 | 1 |
| Social Studies Teacher | 60,000 | 1 | 2 | 3 | 3 | 3 |
| Math Teacher | 60,000 | 1 | 2 | 3 | 3 | 3 |
| ELA Teacher | 60,000 | 1 | 2 | 3 | 3 | 3 |
| Science Teacher | 60,000 | | 1 | 2 | 2 | 2 |
| Theater Arts Teacher | 60,000 | 1 | 1 | 1 | 1 | 1 |
| Foreign Language Teacher | 60,000 | | | 1 | 1 | 1 |
| Special Education Teacher | 60,000 | 4 | 8 | 12 | 12 | 12 |
| Athletic Director | 50,000 | 1 | 1 | 1 | 1 | 1 |
| Coach | 50,000 | 5 | 9 | 13 | 13 | 13 |
| Assistant Coach | 40,000 | 1 | 1 | 2 | 2 | 2 |
| Dean | 50,000 | | 1 | 1 | 1 | 1 |
| Social Worker | 60,000 | 1 | 2 | 3 | 3 | 3 |
| SSS Program Assistant | 40,000 | 1 | 1 | 2 | 2 | 2 |
| Parent and Community Coordinator | 45,000 | | 1 | 1 | 1 | 1 |
| Ops Manager | 45,000 | 1 | 1 | 1 | 1 | 1 |
| Ops Coordinator | 35,000 | | 1 | 1 | 1 | 1 |
| School Aide | 30,000 | 2 | 4 | 7 | 7 | 7 |
| Security | 35,000 | 1 | 1 | 1 | 1 | 1 |

C.1. Charter Management Organization

Please select the statement that is applicable and proceed as directed:

X We **intend to contract/have contracted** with a charter management organization.

See Attachment 6a

C.2. Partner Organization

UD Team II will not have any Partner Organizations.

C.3. Strategic Business/Growth Plan

See Attachment 6c *includes all required Attachments as well

D. Evaluation

At UD Team II, program evaluation is a constant process, which begins previous to the start of the school year. The School Leader and the Leadership Team, in partnership with the CMO, examine the school vision and mission, as well as key data from the prior year (attendance, grades, surveys, etc.). They conduct a gap analysis, analyzing programs and practices that are aligned with the vision and mission that are successful, and take note of areas that are missing and areas where goals were not met. Based on this gap analysis, the school's Accountability Plan, and input from the NYSED Charter School Office site visit feedback (if applicable), the school leadership team develops a draft school wide plan with goals for the new school year. The School Leader then incorporates his/her own professional growth goals and presents the plan to the Board of Directors for discussion, feedback and edits. Once approved by the Board, this plan becomes the playbook for the year. The School Leader will use this plan as the basis for his/her monthly reporting to the Board, delivering data that is relevant for that part of the school year. This school wide plan is then shared with all staff members in the August professional development sessions prior to the beginning of the new school year. The Directors of each department, in conjunction with their staff, create and adopt their own professional goals, their department goals and their League-wide goals – all of which are designed to support the school-wide goals. A full programmatic audit, led by the School Leader and CMO, is conducted toward the end of the school year, with results reported to the Board to review at the Annual Meeting in June.

Once the school year begins, the School Leader holds weekly meetings with the entire leadership team, as well as individual meetings with each Director. The purpose of these meetings is to monitor the school's overall progress towards our annual goals as a team and to ensure that organizationally, we are maintaining a high level of communication, efficiency and collaboration. The individual meeting between the School Leader and each Director insures that

each department is maintaining high quality standards, the Director has the resources and support they need to effectively do their job, and to provide early intervention for any issues that may be arising. Directors report on any personnel issues, seek advice from the School Leader on leadership strategies and share positive highlights from their department. These meetings also provide an important opportunity to review all evidence of progress towards department goals. In addition to these formal meetings, the School Leader conducts daily observations of classrooms, hallways, and offices and shares his observations in these individual meetings with Directors, as it pertains to their department.

Once the school year has begun, the school leadership team meets together on a weekly basis to monitor the progress towards our school wide goals, based on observations and data. Directors then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Professional Development, whether school-wide, department specific, or individual, is based upon the findings in these observations, data, and meetings. Staff share information and data consistently to ensure that it is being used to inform and improve instruction and student learning. The whole staff meets two times per month and departments meet twice per month as well (led by the Director of each department). There are weekly League Team Meetings which are comprised of members of the entire school. A weekly news bulletin is sent out by the School Leader every Friday to all staff, which outlines the upcoming week in detail, as well as other pertinent information. In order to solicit feedback from the staff, each trimester the entire staff completes an anonymous survey (questions taken from prior year DOE school survey), the results of which are shared with the entire staff and the Board of Directors once complete. The School Leadership team uses the data from this survey to address any areas of concern.

UD Team II's Board of Directors in partnership with the CMO, performs a 360 degree evaluation of its School Leader annually, and on occasion, semi-annually, if needed. The evaluation process includes a self-evaluation and Board evaluation rubric which are both comprised of elements from other organizations and methods, including Danielson and the New York City Department of Education. Using the School Leader's school-wide plan as a reference, the Board uses the School Leader's self-evaluation, surveys from parents, teachers and students, school data, personal observations and an in-person interview to create the annual evaluation. Areas of improvement are identified and a corrective action plan is collaboratively created, if necessary. A mid-year evaluation is usually done if there is a specific issue or trend that concerns the Board, and the evaluation is used to set a correction that can be implemented before the school year ends in June, with goals and expectations set by the Board to be met by the School Leader on a specific timeline. Or, in the case of a new School Leader being hired, a mid-year evaluation may be conducted to ensure that the School Leader is receiving the support they need to be successful and that they are progressing in the professional development as needed to perform the job as required. The Board uses the full evaluation to determine the compensation for the upcoming year and the full Board votes to adopt and approve the evaluation's conclusion and compensation as part of the annual budget.

The Urban Dove Team Charter School II Board of Directors will perform a self-evaluation every year in June. The self-evaluation is a survey of questions that asks Board members to rate how the Board is performing in a variety of areas, where they would like to see the Board operate differently, and their overall satisfaction with the Board and its leadership. Data is collected and analyzed by the Governance Committee and suggestions are presented for review and discussion based on the feedback received.

Each month (with a single meeting for July and August), UD Team II will hold its monthly Board of Directors meeting. In addition to any items that require the Board's attention, each meeting is used to review the operational and financial status of the school. The School Leader presents operational updates regularly as part of the School Leader report, and the Business Manager prepares monthly financial documents, including a Statement of Cash Flow, Budget vs. Actuals Report, and a Balance Sheet. These documents are prepared and submitted ahead of the full board meeting for review. During each full board meeting, the reports are reviewed, and any areas of concern are discussed and if needed, an action plan is created. Any significant change in the approved budget (either on the revenue or expense side) is highlighted and an explanation provided. In addition, the CMO conducts quarterly financial reviews and presents findings to the Board. These reports include a review of the payroll registers, credit card statements, bank statements, and check register. In addition to reporting to the Board of Directors, the school is held accountable to all stakeholders through monthly meetings of the Advisory Board which is comprised of staff, students, parents, and community members. The Advisory Board receives and shares information on the progress of the school in a variety of areas and is solicited for advice on any areas of concern.

During the school year, in order to maintain and monitor instructional quality, the School Leader and Director of Curriculum and Instruction conduct daily informal observations. Formal observations (over 20 minutes in length) include written feedback that is shared with individual teachers with an opportunity for teachers to respond to the feedback. Subsequent written feedback is provided on the same document, allowing both the School Leadership and teacher to monitor growth from previous feedback. The Director of Curriculum and Instruction meets with individual teachers once per month where she provides feedback on both informal and formal observations. The Director of Curriculum and Instruction also plans with teaching teams once per month to guide high quality curriculum writing. In Year 2 we will add a full time Instructional Coaching position. The Instructional Coach will plan with each teacher team on a weekly basis, as well as observe lessons and provide immediate informal feedback. As teachers break their units down into tasks, they use pre-assessments and culminating projects/exams to measure growth and determine what students need to learn and the skills they need to focus upon. After Regents and Mock Regents are offered, teachers analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions. All teachers use the Read 180 data to monitor literacy growth throughout the year. They use the students' reading levels to create appropriately leveled

readings and documents that will push students' growth to the next lexile level. Science and Math teachers both use the students' numeracy levels to individualize instruction and level class materials and further develop their skills towards College Readiness.

At the end of each trimester, final grades for all courses are analyzed and teachers determine why students received the grades that they did and work as departments to see where their tasks and coursework were successful. After a complete review, successful strategies and elements are highlighted for replication and weak areas are noted where change is needed to better support the students and increase positive outcomes. This data is shared throughout the school. After Regents and Mock Regents are offered, teachers analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions.

We employ multiple strategies for assessing student and family satisfaction. Parents and students participate in the NYC School Survey, as well as our own internal survey which is given out bi-annually, once in October and then again in May. Surveys are done twice per year to ensure that whatever concerns were brought up in the beginning of the year were addressed. Results of the survey are shared with the staff and the Board of Directors, and areas of concern, if any, are identified and discussed. The School Leader meets with Leadership Staff to discuss results, which are then discussed at a League-wide level with all staff. If action plans are necessary, Leadership will assign tasks to various staff committees. A similar process happens at the Board level for issues that are raised by parents that rise to the level of Board involvement, especially as they pertain to School Leader performance. To ensure that family and student voices are incorporated into all relevant decision making, the School Leader also regularly hears concerns brought up by Student Government, which is comprised of two representatives per team, one of whom is elected by peers and one of whom is appointed by school staff.

Communication with our families is very consistent. Coaches contact parents regularly, especially if a student is absent or late. Teachers keep in regular communication with parents about the progress of their child. UD Team II will hold PTA meetings every month and Parent Teacher Conferences once per trimester. We also host a number of community events, such as Field Day, Pot Lucks, Game Nights, and Trips to keep families engaged and part of the community. Parents also receive a monthly newsletter with updates on what is happening in school, as well as a detailed calendar of the upcoming month. Parents are also given an anonymous survey during each parent teacher conference to provide feedback on how the school is doing, results of which are shared with staff.

Information with students is shared in both weekly team meetings (known as Team Time), as well as on Friday's during our Community Breakfast time. Every Friday, the entire school Community is in the cafeteria having breakfast together, and we have an open mic for anyone to make announcement or even give shout outs. We also hold special assemblies twice per trimester (one grade level and one whole school). UD Team II will have an active Student

Government which meets regularly as a unit, and monthly with members of the leadership team. Students are also provided a survey once per trimester to solicit feedback. The results are then shared with the staff.

The Board will evaluate the Charter Management Organization's performance at the end of each school year (which coincides with the end of each contract year with Urban Dove). The evaluation is completed by both the School Leader and his Leadership Team as well as by the Board. The contract is reviewed to determine if Urban Dove provided the services outlined in the Charter Management Contract in a satisfactory manner, or if improvements need to be made. The evaluation is also used to determine if the scope of services for the upcoming year need to be adjusted based on the needs of the school. The performance of the CMO will then be aligned with any shortfalls in school performance to determine if the CMO performance is directly related to areas of dissatisfaction. The School's Board will then prepare a formal evaluation for the CMO with either a request for renewal, a request for renewal with changes or recommendations, or a request to terminate the contract. Upon request, the Board may ask the School Leader and the leadership team for a mid-year evaluation of the CMO's performance as well.

E. Professional Development

UD Team II will employ a robust annual professional development plan that will allow all staff members the opportunity to develop the skills necessary to implement the key design elements of UD Team II. Unique professional development will be provided to the entire staff as well as department specific professional development throughout the year. Prior to the beginning of the new school year, the entire staff will participate in a three week long series of professional development workshops. Training will be provided so that all staff members truly understand and embody the Vision, Mission, and Core Values of UD Team II, as well as our annual goals. All staff members will also be trained on the various restorative justice practices we will be using in lieu of suspension, such as circles and mediations, coupled with various de-escalation strategies.

During the three week workshop, the directors of each department will create department specific goals, in conjunction with their staff that support the school-wide goals. Each department will then begin intensive trainings related to their role in meeting those goals. General Education teachers will begin training on mastery-based assessment and curriculum design. Special Education and ELL teachers will receive training on working with special populations, using a variety of interventions to differentiate curriculum, and track student progress, as well as how to create Behavior Intervention Plans and Tier 1 behavior supports inside their classrooms. Coaches and members of the Student Support Services department will begin their training on case management, conducting effective one on one meetings, non-violent crisis intervention, conducting effective circles, as well as teaching and coaching through the lens of our Core Values.

Once the school year begins, the school leadership team will meet together on a weekly basis to monitor the progress towards our school wide goals, based on observations and data. Directors will then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Professional Development, whether school-wide, department specific, or individual, will be based upon the findings in these meetings and will be differentiated based on needs of staff, including administration. Professional development will be provided both on site, as well as off site. We will partner with a variety of organizations, such as Morningside Center for Teaching Social Responsibility, NYC Charter Center Special Education and ELL Collaborative, Coalition of School Education Boys of Color, among others to provide specific professional development. Our staff is encouraged to seek outside opportunities for professional development based on their professional goals, or the overall needs of the school. All staff members will be regularly surveyed regarding their professional development to insure that it is meaningful, effective, and worthwhile.

At the end of the school year, the school leadership team will take a retreat before the beginning of the new school year, where together they examine the school vision and mission, as well as key data from the prior year (attendance, grades, surveys, etc.) They will conduct a gap analysis, providing evidence of programs and practices that are aligned with the vision and mission that are successful, and taking note of areas that are missing. Based on this gap analysis, the school leadership team will develop new school wide goals. In the three weeks prior to the opening of the next school year, the professional development cycle will repeat allowing for a regular evaluation of school wide goals and professional development, and continual improvement.

UD Team II places great emphasis on collaboration among teachers, as well as collaboration with other staff members. As such, each Friday afternoon will be reserved for collaboration and professional development. Staff members (teachers, coaches, social workers, and school aides) that work with the same grade level of students, will meet in League Team Meetings. Here, staff members will analyze student attendance, behavior, and academic achievement. They will discuss common interventions that can be used to improve student outcomes and share best practices. Teachers will also meet every other week in Department teams. Here, teachers will revisit curriculum and analyze student success on mastery based tasks at different levels. The Special Education Department teachers will meet on a weekly basis to write IEPs and monitor student progress towards IEP goals. Every Core subject class will be co-taught by one content area teacher and one special education teacher. The teaching team teaches all classes together and thus have the same prep periods every day allowing for meaningful collaboration between the two teachers. Each department and grade level will have a leader who will facilitate regular meetings. These leaders will work in conjunction with the school leadership to insure that

school wide goals are being met, and that the key design elements are being implemented. The Instructional Coach meets with each teaching team on a weekly basis to discuss the pace of their class, their curriculum, and behavior supports. Goals are created for each teaching team for the year and the progress towards those goals are monitored on a weekly basis.

F. Facilities

The unique Sports-Based Youth Development program offered by Urban Dove Team Charter School II necessitates a facility where students can engage in a variety of sports activities throughout the day. UD Team II envisions providing training to students in a variety of sports including soccer, basketball, and flag football in addition to training in cardiovascular and weight conditioning.

UD Team II will be applying to the New York City Department of Education for a co-located space within a DOE facility. One such facility that could be a great match is Park East High School located at 230-34 E 105th Street, New York, NY 10029. Park East is being moved to a new building by the DOE. The school currently enrolls 414 students in grades 9-12 and has more than enough classrooms, administration space, offices and recreation space to accommodate our needs. UD Team II has already begun conversations with Elected Officials and community members about this possibility, and will continue to pursue this avenue in the months ahead. In the event that Park East is not available, and that the DOE has no other alternate co-location space available for us, we will immediately request reimbursement for our facility costs in accordance with the New York Charter Schools Act.

UD Team II's facility plan calls for approximately 27,000 s.f. of space. Below is a facility plan at capacity, anticipating our enrollment targets and school model anticipating the staffing plan included in this application, and thirteen teams, including five teams enrolled in Year 1, consolidating to four teams in Years 2 and 3. Each team essentially requires one classroom. The Gymnasium space will include a cardio and weight section, and will be utilized during the SBYD program. While this is included in our facility plan, these activities can also be outsourced if needed, as our program use is during the school day and does not coincide with high usage time after-school (we currently outsource this at UD Team, utilizing several gyms in the neighborhood). Rental costs for gym space is assumed in the budget to provide for this contingency. Outdoor field space is plentiful in CSD 4 and we will use both Thomas Jefferson Park and, when a larger space is needed, Randall's Island, a short distance away. Each Director will have an office, and there will be a Coach's office for each Year 1, 2 and 3. Each of the three full time Social Workers will have an office where they will also counsel students one-on-one and in small groups. Restorative Justice meetings and Conflict Resolution meetings will also take place in these offices. Larger Restorative Circles will take place either in the Team classroom or the Multi-Purpose Room. The Multi-Purpose room can also be used for any

needed pullouts, including Speech. Multi-Staff offices will house the Parent Coordinator, Guidance Counselor, additional SBYD staff, SSS Aides and Ops Staff.

| Room | Square Footage Required | # of Rooms Needed In Year 1 Incubation | Total S.F. |
|---------------------------------------|-------------------------|--|--------------------|
| Classrooms | 600 | 13 | 7,800 |
| Main Office/School Leader Office | 600 | 1 | 600 |
| Admin Offices | 5 | 100 | 500 |
| Coach Offices | 3 | 300 | 900 |
| Cafeteria | 1,250 | 1 | 1,250 |
| Locker Rooms | 600 | 2 | 1,200 |
| Social Worker Offices/Counseling Room | 250 | 3 | 750 |
| Gymnasium | 4,500 | 1 | 4,500 |
| Nurse Office | 500 | 1 | 500 |
| Storage | 50 | 2 | 100 |
| Multi-Staff Office | 600 | 2 | 1,200 |
| Teacher's Lounge | 800 | 1 | 800 |
| Meeting / Multi-purpose Room | 750 | 1 | 750 |
| Circulation, Bathrooms, etc @30% | | | 6,250 |
| TOTAL | | | 27,100 S.F. |

While UD Team II has not yet identified a private facility. We are working with several real estate developers, brokers, Elected Officials and business leaders to identify potential private spaces that could satisfy our space needs and work within our budget. Brokers we are working with include IGUA Group (formerly Fillmore Commercial), LANSCO Realty and Civic Builders, all of whom have extensive experience in locating charter schools. Through our brokers and other real estate experts, we have already identified three properties that all could meet our needs, and we anticipate finding several more options in the weeks and months ahead. Three examples of sites that could serve our purposes include:

1. 443 East 115th Street - is a former museum that is vacant with 25,200 s.f. available for long term lease. This location is conveniently located at the corner of 115th Street between 1st Avenue and Pleasant Avenue. Public transportation is accessible with the subway at 110th Street and Lexington Avenue and the M116, M15 both only one block away. The site is also around the corner from Thomas Jefferson Park, which has large and excellent fields for all sports which we could utilize free of charge. The asking price is \$35/s.f., within our budget for lease and minor renovations.
2. The Potamkin Building – is a four story office building at 2485 Second Avenue (at 127th Street) with over 135,000 s.f. all of which is available. Obviously, this is well above our needs, and the owner is willing to sub-divide the space. The building is in close proximity to public transportation, with the subway at 125th Street and Lexington Avenue and the Bx15 bus stop at 126th Street and Second Avenue, one block away. Harlem River Park is one block

away and has over 100,000 sf of playing fields which can easily accommodate our outdoor SBYD program. The rent on the property is negotiable and should be in the market for that area, which is between \$36-\$38/sf.

3. 2202 Third Avenue – is an existing building with 20,000 available sf of space on the second and third floor, with potential to add space above if needed. There is approximately 9,000 sf of space on the ground floor currently occupied by a retailer, but the current space is more than enough for years 1 and 2 of operation, and to expand in Y3 we could either take over the ground if available, or build additional space above. The asking rent is below market, in the low \$30/sf range, and the savings could be used to add a floor above if needed. This space is immediately available.

All three of these facilities will provide UD Team II with approximately 27,000 s.f. of space at capacity. Rent will average approximately \$37/sf, for a five year rent roll of \$5,000,000. Using a staggered rent roll up that will accommodate the growing student population and related revenue stream, the rent roll over the five year period will be:

- Year 1 - \$315,000
- Year 2 – 586,000
- Year 3 – 950,000
- Year 4 – 1,200,000
- Year 5 – 1,900,000

At a maximum enrollment of 305 students, and assuming a per pupil rate of \$14,277, UD Team II will receive a little over \$886,000 in facilities funding, leaving an approximate gap in base rent of \$114,000 to be absorbed by the operating budget – an assumption that our budget shows the capacity to handle. UD Team II will not enter into a lease for a private facility that is not sustainable and maintainable over the course of our charter term. As CMO, Urban Dove will act as the lead in negotiating all aspects of the facility process, as it did successfully for UD Team II in Brooklyn, where we have located in a private facility since opening.

The facility will not house any residential facilities.

G. Insurance

UD Team II will use the same Insurance Broker and plan currently used by UD Team. This plan provides all the necessary coverage and limits required and has been included in the budget based on actual expenditures at UD Team over the past five years. The current, and expected Insurance coverage is as follows:

| Property Coverage | Limit |
|----------------------------|--------------|
| Business Personal Property | \$150,000 |

| | |
|--|----------------|
| Business Income W/Extra Expense | \$593,000 |
| Crime | |
| Coverage | Limit |
| Employee Theft | \$500,000 |
| Inside/Outside Premises-Theft of Money & Securities | \$100,000 |
| Computer Fraud & Funds Transfer | \$100,000 |
| Sexual/Physical Abuse or Molestation Liability | |
| Coverage | Limit |
| Each Occurrence | \$1,000,000 |
| Aggregate Limit | \$3,000,000 |
| Coverage: General Liability/Employee Benefits Liability | |
| Coverage | Limit |
| Each Occurrence Limit | \$1,000,000 |
| General Aggregate Limit | \$3,000,000 |
| Products/Completed Operations Aggregate Limit | \$3,000,000 |
| Personal and advertising Injury | \$1,000,000 |
| Employee Benefits Liability | \$1,000,000 |
| Employee Benefits Aggregate | \$3,000,000 |
| Automobile Liability | |
| Coverage | Limit |
| Hired Automobile Liability | \$1,000,000 |
| Nonowned Auto Liability | \$1,000,000 |
| Coverage | Limit |
| Employment Practice Liability | \$1,000,000 |
| Insured Person & Organization | \$1,000,000 |
| Coverage | Limit |
| Excess Liability | \$10,000,000 0 |
| Workers Compensation/Employers | |
| Coverage | Limit |
| Workers' Compensation | Statutory |
| Employers Liability Limits | \$1,000,000 0 |
| Coverage: Cyber Liability | |
| Coverage | Limit |
| Privacy Liability | \$1,000,000 |

| | |
|-----------------------------|-------------|
| Breach Notification | \$1,000,000 |
| Media Liability | \$1,000,000 |
| Systems Damage & BI | \$1,000,000 |
| Regulatory Proceedings | \$1,000,000 |
| Threats & Extortion | \$1,000,000 |
| Payment Card Industry Fines | \$1,000,000 |

H. Health, Food, and Transportation Services

Health Services

UD Team II will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of enrollment or within an acceptable time frame after enrollment. UD Team II will allow all exceptions permitted under law for medical contraindications and religious exemptions. Prior to beginning each school year, UD Team II will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate. If UD Team II is housed within a co-located New York City Department of Education facility, the school will seek to share health services with other schools in the facility. In that event, the school nurse will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities. If UD Team II is housed in a private facility, and has any student that requires health services that must be provided by a school nurse, UD Team II will seek a placement from the NYCDOE and that nurse will provide all necessary responsibilities to all students. If the school is located in a private facility, and does not have any student that requires the medical services of a school nurse, UD Team II will contract with an outside vendor to provide a school nurse to provide similar health services in accordance with §2853(4)(a) and §912 of the Education Law. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. UD Team II will maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in their operation and use.

Transportation

Urban Dove Team Charter School II students will receive transportation services for which we are statutorily eligible under §2853(4)(b) and § 3635 of the Education Law. Specifically, the NYC Department of Education will provide or assign eligible students Metrocards based on how far they live from the school. Because Urban Dove Team Charter School II will be in session on days when New York City Public Schools are not, we shall seek arrangements with the District and MTA to provide transportation on those days pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements, including providing Metrocards as needed. In accordance with standard regulations, we will document the manner in which students will be transported to and from school.

Food Service

UD Team II will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will make available to students breakfast, lunch, and a morning or afternoon snack, and adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced price meals. We expect 95% of our students to qualify for FRLP and of those 75% to qualify for Free meals.

We will contract with the NYC Office of School Food and Nutrition Services for breakfast, lunch and snack through the School Food program in which all students are eligible for free breakfast and lunch and reduced price lunch for \$.25 cents. Children of parents who receive benefits such as Temporary Assistance to Needy Families (TANF), Food Stamps, WIC or any other public assistance benefits, may be eligible for free meals. Children from households that meet Federal Income Guidelines are eligible for free or reduced-price meals. After establishing a system for monitoring daily student participation in meal services, we will submit weekly MIE1 and MIE2 forms and payment to OSFNS.

I. Family and Community Involvement

UD Team II is a replication of a highly successful model located in Bed-Stuy, Brooklyn and operating since fall 2012. While UD Team II's planning team has, and will continue, to solicit input from families and the community on the viability of the school model being located in CSD 4, the major design elements of the school are already in place. Areas where we are seeking the input and feedback from parents and community members will focus around recruitment of students and staff, especially our coaching staff who we would like to have existing connections to the community. We will ask for input from the community to identify high schools that are particularly struggling with their ninth grade population and to identify and form partnerships with Community Based Organizations that serve these students in an Out-of-School Time setting.

Once open and students have been enrolled, we will seek active, interested parents to participate in our PTA, School Advisory Board and on our Board of Directors. Parent involvement in all three of these school elements will allow parents to have input and ownership of the school's decisions in real time as we adjust programming, grow to capacity, establish new partnerships and begin to graduate students who will return to the community in search of jobs and/or higher educational experiences. The School Advisory Panel will also be open to other CBOs, businesses and community groups, and UD Team II will designate a staff

member to attend meetings of the Community Board and Community Education Council so that we can listen and share relevant information with the community.

J. Financial Management

Urban Dove Team Charter School II fully recognizes the Board's role as the steward of public funds, the importance of maintaining a firm financial footing, and the need to be prudent in all aspects of financial planning. UD Team has been financially managed carefully since inception, has received a clean annual audit every year, and is financially secure with substantial cash reserves. UD Team II will follow the same policies and procedures that have proven effective at UD Team.

Budgeting Process

The CMO will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than forty five (45) days prior to the beginning of each fiscal year, the CMO shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed to be approved by the Charter School, subject to any necessary ratification at the next duly constituted meeting of the Board. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, provided that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, provided that the Board and the CMO shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

Annual Financial Audit and Reports

UD Team II will put in place policies and procedures to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. These

policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. UD Team II will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and any reporting to the IRS or other governmental entities. UD Team II shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Directors. The audit will be conducted in accordance with Generally Accepted Accounting Principles (GAAP) and Government Auditing Standards (GAS). UD Team II will be transparent in its accounting, and submit any and all necessary documents to the auditor. The annual audit will include a pre-audit call with the auditors and the Finance Committee of the Board. This call will ensure both parties are clear on the process, expectations and timeline for the audit. Auditors will then commence the audit, which include work both on-site and off-site. When a draft of the completed audit has been prepared, it will be sent to the Board for review. The Finance Committee will collect feedback, comments and questions from the Board and will then meet with the auditors to discuss any outstanding issues. A final draft of the Audited Financial Statements and the 990 Tax Returns (as well as any additional audit documents required) will then be distributed to the full Board for approval and adoption.

UD Team II will publish an Annual Report at the end of each fiscal year, in accordance with NYSED regulations, for public dissemination to stakeholders, with relevant programmatic and financial data. Ultimately the Board of Directors is responsible the fiscal management of the school and will review fiscal reports on a monthly basis as provided by the CMO and the Business Manager. The Board will have a Finance Committee that will be responsible for reviewing detailed financial data and assisting the Auditor with the annual Audit. The CMO will conduct a quarterly review of the school's accounting, policies and procedures and will report out to the Board all findings.

Payroll

The Director of Operations (in Year 1) and the Business Manager (in Year 2 on) will maintain a personnel file for each UD Team II employee to include updated salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Staff will be paid bi-weekly (non-exempt) and semi-monthly (non-exempt) by check or direct deposit through a payroll administration service such as Paychex, ADP, or CompuPay. Contractual services will be processed as accounts payable and IRS Form 1099 will be issued annually to independent contractors. The Director of Operations (in Year 1) and the Business Manager (in Year 2 on) will record payroll expenditures to the UD Team II accounting system. UD Team II's School Leader and Director of Operations will review and approve each payroll, the CMO will review all payroll and 941 forms quarterly.

Procurement

The Director of Operations and the Business Manager will oversee procurement. The Operations Manager can make purchases up to \$250 for the good of the school at his or her

discretion. All expenditures above \$250 must be approved by UD Team II's School Leader or Director of Operations. The Director of Operations requests bids or quotations verbally or with minor research not expected to exceed \$5,000, and in writing in the form of formal bid requests for items greater than \$5,000. Additionally, purchases of over \$5,000 will require evaluation before a purchase order is issued. All purchases over \$7,500 will be made after a comparison of at least three vendors based on price, quality, dependability, and delivery time. Payments and purchases exceeding \$7,500 will require the signature of the School Leader and the Board Treasurer. For purchases exceeding \$25,000, a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the School Leader, the Board of Directors will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payment. No photocopies or invoice duplicates shall be processed unless specifically approved by the Principal.

Only the School Leader and Director of Operations may sign checks or authorize the disbursement of UD Team II funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a UD Team II credit card will be issued to the School Leader, and expenses charged to it will follow the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Board of Directors. The School Leader and Director of Operations will review credit card statements monthly and the CMO will review credit card statements and complete bank reconciliations quarterly. The CMO and the Board of Directors will have access to the credit card accounts on-line for Read Only purposes and can check expenditures and usage at any time.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by the Board of Directors.

In order to support the mission and vision of UD Team II, raising additional funds will likely be necessary. The CMO will be responsible for raising individual, foundation, and government grants. The Business Manager will thoroughly document all fundraising dollars and will ensure that any donor restrictions or mandates are complied with.

Student and Financial Records

UD Team II will comply fully with all regulations pertaining to keeping and monitoring of student records requiring the protection of student privacy. UD Team II will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as

authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request to the school's Director of Operations. UD Team II will comply with such requests within a reasonable period of time, but, in no case, more than 45 days after it has been received. All student records required to be kept confidential will be kept in a locked file in the school office and electronically in a password protected database. A detailed log will be maintained by the Director of Operations that lists who requests and/or gained access to the records and the reason for the request. The Director of Operations will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with New York State Education Law. In addition to the Director of Operations, the only staff members at the school that will have direct access to these files will be the School Leader.

The Director of Operations will be appointed the Records Management Officer (RMO). The RMO will coordinate the development of and oversee a program for orderly and efficient management of records, including the legal disposition or destruction of obsolete records. The Board will recommend appropriate policies, regulations and procedures to the RMO. When necessary, the Board will access legal counsel to determine appropriate actions in regards to confidentiality and record keeping.

The school will maintain all financial accounts and data with an approved software package such as Quickbooks and will make any financial information available to the CMO, Board of Directors and/or the Finance Committee as needed.

K. Budget and Cash Flow

The forecasts for Urban Dove Team Charter School II have been developed with expense projections based on actual expenditures at UD Team, best practices and benchmarks from other existing charter schools. We have been careful to forecast revenues conservatively and expenses liberally, and have made contingency plans should potential financial challenges arise. This advanced planning will allow us to focus the majority of our energies on ensuring students achieve academically and fulfilling the mission of the school. UD Team II will also utilize its ongoing partnership with Urban Dove to build its fundraising capacity, including having access to Urban Dove's Development, Marketing and Public Relations teams, and having access to Urban Dove's Board, networks, and contacts.

The Board will review both expense and revenue projections annually, and determine the best use for potential additional revenue should there be increases in the per pupil allocation.

Basic Assumptions:

- UD Team's enrollment plan calls for 110 students in year 1, 205 students in year 2, 295 students in year 3, and 305 students in years 4, and 5.

- 90% of students eligible for free and reduced lunch, based on demographic data
- 40% of students require special education services, based on five years of student data from UD Team
- Conservative revenue projections with no changes in city, state, federal allocations, except for a slight increase in per pupil funding in Year 3
- Starting salaries and increases match the salary structure of UD Team, including the hiring of 13 coaches to support the SBYD program
- CMO Management fees of 10% of entitlement funds
- UD Team II will apply for co-location in DOE facility, but has assumed private space, with rent roll up over five year period, to allow for per pupil revenue (similar to current lease at UD Team).
- Securing DOE facility will eliminate rent payments, security, janitorial, utilities and other related expenses and will eliminate the facility funding on the revenue side

Revenue projections are conservative and do not include competitive public and private grants, private philanthropy, or possible Learn-To-Work funds available to District Transfer Schools, although UD Team II plans to seek funds from all of these sources and UD Team has been successful in securing grants and donations over its five year history. Over the next four months we will apply to several six figure grants, including to the New School Venture Fund, the Walton Foundation and the Charter School Growth Fund, as well as to various high net worth individuals who we have been cultivating in anticipation of being approved for our second school. Additionally, we have been conservative in our revenue estimates regarding the Charter School Planning grants, which are expected to be available to schools launching in 2018. UD Team II will absolutely qualify for an increased award of \$800,000 if funds are available, but we have only budgeted the standard \$550,000 award in our assumptions. Again, Urban Dove expects to raise substantial start-up funds in addition to CSP before the opening of the school year. Additionally, the budget makes almost no assumptions regarding increases to entitlement funds, except for a slight increase in per pupil funding in Year 3. We consider this to be a **very** conservative approach. At the writing of this proposal, the New York State Legislature is reviewing a budget that calls for significant increases in State funding for charter schools, including a large per pupil increase (nearly \$1,300 per student by some estimates) as well as an increase in facilities funding from 20% of per pupil to 30% of per pupil. Even if these increases are modified by the Legislature, it will result in significant increases of revenue for the school from Year 1.

UD Team II has a five year budget projection that will allow for a successful start-up and five year operation. The Board will review Budget-Actual financial reports at each monthly meetings and will track any potential shortfalls. At mid-year, the Board will review a revised projection to year end budget and will make a determination on what measures are needed if any, to head off any shortfalls or cash flow issues. If any shortfalls occur that cannot managed by basic cost-cutting, however, either due to revenues falling short of projections, or expenses unexpectedly

rising, there are several contingency plans that will be available to mitigate any impact on the school’s operation. In the first instance, UD Team, as the Education Corporation for both schools, will utilize its cash reserves to backstop any shortfalls, specifically if needed in start-up and Year 1. UD Team currently has over \$1,500,000 in cash reserves – far more than will be needed to account for any budget adjustments. The projections made in the five year budget rely on actual revenue and expenditures from UD Team, and should reflect very closely the reality once approved. UD Team has never had a cash shortfall that required a contingency plan, and UD Team has never failed to meet its enrollment goals.

L. Pre-Opening Plan

In addition to provide NYSED with all items in the Opening Procedures Checklist as required, UD Team II has identified the following timeline for completing key tasks between approval of the application (June 15, 2017) and school opening (August 1, 2018):

| Task to be Completed | Timeframe | Primary Responsibility |
|--|-----------------------------|-----------------------------|
| Hire School Leader (if funds available, 9/1 start, if not, 1/1/18 start) | May, 2017 – November, 2017 | BoT and CMO |
| Create Financial Systems | May, 2017 | CMO |
| Create and adopt budget for planning year | May, 2017 | CMO/BoFT |
| Execute CMO contract for planning year | June, 2017 | CMO/BoFT |
| Finalize facility plan | Ongoing – July, 2017 | CMO |
| Renovations as needed (if private facility) | July, 2017-August, 2018 | CMO |
| Create UD Team Network website | September – December, 2017 | BoFT/CMO |
| Purchase technology for Pre-Op staff | November, 2017 | CMO |
| Create student and staff recruitment materials | November, 2017 | CMO |
| Hire Dir. youth development | February, 2018 | School Leader/CMO |
| Student Recruitment, including school visits | February, 2018 – June, 2018 | School Leader/Directors/CMO |
| Hire Dir. Operations | March, 2018 | School Leader/CMO |
| Create job descriptions, begin staff recruitment | April, 2018 | School Leader/Directors |
| Conduct Lottery (if necessary) | April, 2018 | School Leader/CMO/Dir. Ops |
| Onboard all staff, including | April, 2018 – July, 2018 | School Leader/Dir. Ops |

| | | |
|--|-----------------------------|----------------------------------|
| finger print check | | |
| Hire Dir. SSS | May, 2018 | School Leader/CMO |
| Create and adopt budget for school year 18-19 | May, 2018 | CMO/BofT/School Leader |
| Source and secure Insurance policies | May-June, 2018 | CMO/Dir. Ops |
| Source and purchase school furniture, technology and equipment | June, 2018 | School Leader/Dir. Ops |
| Execute CMO contract for 18-19 school year | June, 2018 | BofT/CMO |
| Source and execute all necessary contracts with service providers, including sports facilities, if necessary | June 2018 | School Leader/CMO/Dir. Ops |
| Source and purchase all classroom materials and supplies | July, 2018 | School Leader/Directors |
| Host Leadership Retreat | July 2018 | School Leader/Directors/CMO/BofT |
| Finalize all policies and procedures, including staff and family handbooks | July 2018 | School Leader/Directors |
| Obtain Certificate of Occupancy | July 2018 | CMO |
| Conduct Student Open House Enrollment Orientations | June, July and August, 2018 | School Leader/Dir. Ops |

M. Dissolution Plan

UD Team II will place \$25,000 each year for the first three years into an escrow account in the event dissolution becomes necessary. This fund, totaling \$75,000 will be used to pay any legal and audit expenses associated with dissolution. If additional funds are needed, the school's assets will be used to satisfy the school's debts in accordance with NYS Education Law §220. The school's remaining assets will be transferred to the NYCDOE/CSD 4. In the event the school is to be closed, the Board will adopt a closure plan in accordance with all applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED. The Board will work with Charter Management Organization and UD Team II administrators to oversee the school's closure.

UD Team II will immediately inform all parents, families and legal guardians by mail, email, and phone blast. UD Team II will also hold a public meeting at the school to which all families will be invited to inform them of the closure plan, answer questions, and provide additional information, as well as being the process of helping families find alternative school options for the children. UD Team II's Operation's Department will take the lead in working with each student and their family to identify alternative school options that fit their needs. UD Team II will hold additional public meetings as needed, and will also set up individual meetings with students and families. The first public meeting will take place no more than ten business days after the adoption of a Closure Plan.

Within fifteen business days of the Board adopting a closure plan, UD Team II will send a list of students attending the school to the district along with each students' records. UD Team II will notify parents that the records have been transferred and will be sent a copy of those records. The school will take appropriate precautions to protect records and information that may personally identify students.

REQUIRED ATTACHMENTS CHECKLIST

| Attachment # | Title | Included in Submission |
|------------------------|--|---|
| Attachment 1 | Admissions Policies and Procedures | Yes |
| Attachment 2a | Initial Samples of Public Outreach | Yes |
| Attachment 2b* | Evidence of Public Review Process | Yes |
| Attachment 2c* | Evidence of District Support for Restart/Turnaround | Not required |
| Attachment 3 | Sample Exit Standards | Yes |
| Attachment 4a | Sample Weekly Student Schedule (ES, MS, and/or HS) | Yes |
| Attachment 4b | Sample Weekly Teacher Schedule (ES, MS, and/or HS) | Yes |
| Attachment 4c | Proposed First Year Calendar | Yes |
| Attachment 4d | Student Discipline Policy | Yes |
| Attachment 5a* | New Applicant and School Trustee Background Information Sheet (along with Resume, education credentials, and Statement of Assurance and Intent) | Yes – no changes made since the LOI phase |
| Attachment 5b | By-Laws | Yes |
| Attachment 5c | Code of Ethics | Yes |
| Attachment 6a* | If applicable: CMO Information | Yes |
| Attachment 6b* | If applicable: Proposed Management Contract with CMO | Yes |
| Attachment 6c* | Mandatory for existing Education Corporations or CMO's seeking to operate 1 or more schools: Strategic/Business Growth Plan | Yes – includes Attachments A-L |
| Attachment 7* | If applicable: Partnership Information | Not required |
| Attachment 8a | Hiring and Personnel Policies and Procedures | Yes |
| Attachment 8b | Resume for Proposed School Leader, if identified | Not yet identified |
| Attachment 9* | Budget and Cash Flow Template | Yes |
| Attachment 10 | Evidence of Financial Support | Not applicable |
| Table 1 and 1a* | Applicant Group Information | Yes – no changes made since the LOI phase |
| Table 2 and 2a* | Public Outreach Information | Yes - Table 2a included |
| Table 3 | Proposed Management and Staffing Plan | Yes – see page 46 |



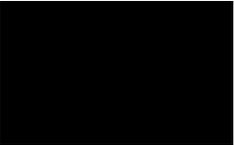
Table 1: Applicant Group Information

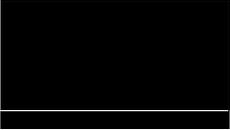
Last updated: 02/13/2017

Include minimum 5 members proposed as Trustees

Applicant Group Information

| | Name/Phone/Email Address | Current Employment | Relevant Experience/Skills and Role on Applicant Group | Proposed Role in School (e.g., trustee, employee, none) | Proposed Position on Board (Officer, Trustee, Constituent Rep) |
|---|------------------------------------|--|--|---|--|
| 1 | Michael Grandis [Redacted] | Attorney, Loeb & Loeb | Founding Board member of UD Team. Expertise in law, governance, and compliance. Current Board Chair of UD Team Board Liaison with NYSED, worked on all Board-related items of application | Trustee | Board Chair |
| 2 | Patrick Fagan [Redacted] | Senior Manager, Office of Field Support, NYC Department of Education | Founding Board member of UD Team, expertise in finance, operations and education Board lead on CMO contract and budgeting | Trustee | Treasurer |
| 3 | Patricia Charlemagne [Redacted] | Executive Director, Arete Education, Inc | Founding Board member of UD Team. Expertise in finance, strategic planning, business management. Helped create strategic growth plan for UD Team replication. | Trustee | Trustee |

| | | | | | |
|---|---|--|---|---------|-----------------------|
| 4 | Spencer Rothschild  | Founder & President, Barrio Foods | <p>Founding Board member of UD Team. Expertise in finance, strategic planning, business management.</p> <p>Helped create strategic growth plan for UD Team replication.</p> | Trustee | Trustee |
| 5 | Wanda Morales  | Director of Operations, Bedford Stuyvesant New Beginnings Charter School | <p>Board member of UD Team. Expertise in operations, education, school development and management.</p> <p>Oversee replication application.</p> | Trustee | Trustee |
| 6 | Kevin Turton  | Co-founder, 718iMAGINATION S | <p>Board member of UD Team, parent of UD Team graduate. Expertise in business, management, education design, and communication.</p> <p>Oversee replication application</p> | Trustee | Parent representative |
| 7 | Andrew Ehigiator  | Information Systems Manager, Lighting By Gregory | <p>Board member of UD Team, former Urban Dove youth participant. Expertise in IT, communication, and media.</p> <p>Oversee replication application</p> | Trustee | Trustee |
| | | | Founder of UD Team, founding | | |

| | | | | | |
|----|--|--------------------------------|---|------------------------------|------------|
| 8 | Jai Nanda  | Executive Director, Urban Dove | Board Chair. Founder and E.D. of Urban Dove (CMO). Expertise in non-profit management, fundraising, finance and HR. Primary author of charter application, led strategic plan for replication. | UD Team founder, E.D. of CMO | Ex-Officio |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Jai Nanda was the lead applicant in Urban Dove Team Charter School’s application to the New York State Board of Regents in September 2010. In addition to Jai Nanda, who was also the proposed Board Chair in the application, Michael Grandis, Spencer Rothschild and Patrick Fagan were also proposed board members of UD Team and were included as such on the application. UD Team’s application was approved by the Board of Regents at their December 2010 meeting, and after taking a planning year, UD Team opened in July 2012.

Table 2: Public Outreach Information

| Date(s) of Outreach | Target Stakeholder Group | Description of the Outreach | Location of Outreach | Input Obtained | Action Taken on Input | Number of Attendees |
|----------------------------|--|---|---|--|--|---|
| 9/27/2016 | Met with Anthony Lopez, new E.D. for Zone 126, a coalition of organizations in Long Island City | Met with Mr. Lopez to gauge general interest, identify key stakeholders, and create outreach strategy to secure support | Meeting in Manhattan | Identified key elected officials and community groups, invited to present at next Zone 126 Affinity Group meeting in October | Will create informational packet and prepare for Oct. meeting | 1 |
| 10/27/2016 | Zone 126 Affinity Group Meeting attended by CBOs, DOE school leaders, and charter school leaders | Was invited to present UD Team school model and plan for possible expansion into CSD 30 | Zone 126 office, Long Island City, Queens | Positive response and clear need for a Transfer HS in the CSD | Additional meetings needed with elected officials | 10, representing 8 different agencies |
| 1/13/2017 | Jennifer Raab, President Hunter College | Met with President Raab to discuss collaborations in CSD 4 with Hunter College | President Raab's office | Excellent collaborative opportunities in CSD 4 with Hunter, including teacher training, internships and Social Worker placements | Will continue to keep President Raab informed as we select a CSD for UD Team ii | 3 |
| 2/6/2017 | Council Speaker Viverito's office | Spoke with Chief of Staff regarding UD Team II and our plan to conduct public outreach in the community. CM Viverio represents sections of both CSD 4 and CSD 7 in the Bronx. | Phone call | Speaker would like to learn more, and in-person meeting will be arranged | Sent materials ahead of in person meeting | 2 |
| 2/7/2017 | Community Board 11, covering CSD 4 | Spoke with chair of Youth & Education Committee | Phone call | Initial response was positive, was suggested to attend the committee meeting and share with all members ahead of a request for support | Materials were sent, will attend committee's next meeting on 2/14 | 2 |
| 2/10/2017 | Community Board 10, CSD 7 in the Bronx | Met with representative of CB 10 and gave a tour of UD Team | Meeting at UD Team | Identified key stakeholders to contact and identified possible private facilities if needed | Materials were sent, will set up meetings with Boro President, business leaders and possible developers in the weeks ahead | 3 |
| 2/14/2017 | Community Board 11 Youth & Education Committee mtg | Attended committee meeting, distributed information and was invited to be added to the agenda for March | Committee meeting – 1664 Park Avenue | Confirmed the need for a Transfer school, but concerns regarding facility and ensuring students from the | Will set up meeting with DOE regarding possible co-location and | 8 members of the committee, 5 members of the public |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | meeting to present more fully, get feedback and input and answer questions from the committee and the public. | | district are enrolled. Will need to continue outreach to NYCHA and DOE to identify possible facility | meet with NYCHA about possible private facility. Must also meet with EDC about possible inclusion in private development projects and with State Assemblyman Rodriguez about possible Randall's Island siting. | |
|--|--|---|--|--|--|--|

New York State Education Department

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

Budget and Cash Flow Templates for the 2017 New Charter Applications

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

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [State Aid-https://stateaid.nysed.gov/cha](https://stateaid.nysed.gov/cha). Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

Urban Dove Team Charter School II

Contact Name:

Jai Nanda

Contact Email:

[REDACTED]

Contact Phone:

[REDACTED]

District of Location

Examples

Pre-Opening Period

July 1, 2017 to June 30, 2018

Operational Year ONE

July 1, 2018 to June 30, 2019

Urban Dove Team Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2017 to June 30, 2018

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

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

| | |
|--------------------------------------|----------------|
| Total Revenue | 350,000 |
| Total Expenses | 342,092 |
| Net Income | 7,908 |
| Actual Student Enrollment | - |
| Total Paid Student Enrollment | - |

START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

| Per Pupil Revenue | CY Per Pupil Rate | |
|---|-------------------|----------|
| District of Location | - | |
| School District 2 (Enter Name) | - | - |
| School District 3 (Enter Name) | - | - |
| School District 4 (Enter Name) | - | - |
| School District 5 (Enter Name) | - | - |
| Special Education Revenue | | |
| Grants | | |
| Stimulus | | - |
| Other | | - |
| Other | | - |
| TOTAL REVENUE FROM STATE SOURCES | | - |

REVENUE FROM FEDERAL FUNDING

| | | |
|--|----------------|---|
| IDEA Special Needs | | |
| Title I | | |
| Title Funding - Other | | - |
| School Food Service (Free Lunch) | | - |
| Grants | | |
| Charter School Program (CSP) Planning & Implementation | 350,000 | Assumes \$550,000 grant, \$800,000 possible |
| Other | | - |
| Other | | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | 350,000 | |

LOCAL and OTHER REVENUE

| | | |
|---|--|----------|
| Contributions and Donations, Fundraising | | - |
| Erate Reimbursement | | - |
| Interest Income, Earnings on Investments, | | - |
| NYC-DYCD (Department of Youth and Community Developmt.) | | - |
| Food Service (Income from meals) | | - |
| Text Book | | - |
| OTHER | | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | - |

| | |
|----------------------|----------------|
| TOTAL REVENUE | 350,000 |
|----------------------|----------------|

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

| | No. of Positions | | <i>List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)</i> |
|-----------------------------------|------------------|----------------|--|
| Executive Management | 0.50 | 62,500 | School Leader - Assume 1/1/2018 start date |
| Instructional Management | - | - | |
| Deans, Directors & Coordinators | 1.00 | 77,082 | Support as of 5/1/2018 |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | - | - | |
| Administrative Staff | - | - | |
| TOTAL ADMINISTRATIVE STAFF | 1.50 | 139,582 | |

INSTRUCTIONAL PERSONNEL COSTS

| | | |
|----------------------------|----------|----------|
| Teachers - Regular | - | - |
| Teachers - SPED | - | - |
| Substitute Teachers | - | - |
| Teaching Assistants | - | - |
| Specialty Teachers | - | - |
| Aides | - | - |
| Therapists & Counselors | - | - |
| Other | - | - |
| TOTAL INSTRUCTIONAL | - | - |

NON-INSTRUCTIONAL PERSONNEL COSTS

| | | |
|--------------------------------|----------|----------|
| Nurse | - | - |
| Librarian | - | - |
| Custodian | - | - |
| Security | - | - |
| Other | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - |

SUBTOTAL PERSONNEL SERVICE COSTS

| | |
|------|---------|
| 1.50 | 139,582 |
|------|---------|

PAYROLL TAXES AND BENEFITS

| | | |
|---|---------------|---|
| Payroll Taxes | 14,656 | FICA, DIS, SUI per payroll @ 10.5% |
| Fringe / Employee Benefits | 15,354 | Health, Dental, Vision, Worker's Comp, etc. @ 11% |
| Retirement / Pension | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | 30,010 | |

TOTAL PERSONNEL SERVICE COSTS

| | |
|------|---------|
| 1.50 | 169,592 |
|------|---------|

CONTRACTED SERVICES

| | |
|------------------------|---|
| Accounting / Audit | - |
| Legal | - |
| Management Company Fee | - |
| Nurse Services | - |

| | | |
|--|----------------|--|
| Food Service / School Lunch | - | |
| Payroll Services | - | |
| Special Ed Services | - | |
| Titlement Services (i.e. Title I) | - | |
| Other Purchased / Professional / Consulting | - | |
| TOTAL CONTRACTED SERVICES | - | |
| SCHOOL OPERATIONS | | |
| Board Expenses | - | |
| Classroom / Teaching Supplies & Materials | - | |
| Special Ed Supplies & Materials | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | - | |
| Equipment / Furniture | - | |
| Telephone | - | |
| Technology | 5,000 | For planning year staff |
| Student Testing & Assessment | 90,000 | Read 180 and Math 180 |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | - | |
| Staff Development | - | |
| Staff Recruitment | 5,000 | Initial creation of marketing materials |
| Student Recruitment / Marketing | - | |
| School Meals / Lunch | - | |
| Travel (Staff) | - | |
| Fundraising | - | |
| Other | - | |
| TOTAL SCHOOL OPERATIONS | 100,000 | |
| FACILITY OPERATION & MAINTENANCE | | |
| Insurance | - | |
| Janitorial | - | |
| Building and Land Rent / Lease | - | |
| Repairs & Maintenance | - | |
| Equipment / Furniture | 72,500 | Initial purchase of classroom equipment @ \$12,500; classroom furniture @ \$35K and computers @25K |
| Security | - | |
| Utilities | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 72,500 | |
| DEPRECIATION & AMORTIZATION | - | |
| DISSOLUTION ESCROW & RESERVES / CONTIGENCY | - | |
| TOTAL EXPENSES | 342,092 | |
| NET INCOME | 7,908 | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | |
| District of Location | - | |
| School District 2 (Enter Name) | - | |
| School District 3 (Enter Name) | - | |
| School District 4 (Enter Name) | - | |
| School District 5 (Enter Name) | - | |
| TOTAL ENROLLMENT | - | |
| REVENUE PER PUPIL | - | |
| EXPENSES PER PUPIL | - | |

**Urban Dove Team Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2018 to June 30, 2019

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

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

| | | | | | | |
|--------------------------------------|-----------|-----------|---|---|-----------|-----------|
| Total Revenue | 1,224,764 | 1,664,030 | - | - | 162,600 | 3,050,794 |
| Total Expenses | 1,559,025 | 1,141,425 | - | - | 545,275 | 3,025,725 |
| Net Income | (334,261) | 522,605 | - | - | (382,675) | 25,069 |
| Actual Student Enrollment | 66 | 44 | | | | 110 |
| Total Paid Student Enrollment | 66 | 44 | | | | 110 |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | TOTAL |
|--|-------------------|-------------------|-------|------------------|----------------------|-------|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | |

| REVENUE | | | | | | |
|--|-------------------|-----------|-----------|---|---------|-----------|
| REVENUES FROM STATE SOURCES | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | |
| CSD X | 14,277 | 942,282 | 628,188 | - | - | 1,570,470 |
| School District 2 (Enter Name) | | | | | | |
| School District 3 (Enter Name) | | | | | | |
| School District 4 (Enter Name) | | | | | | |
| School District 5 (Enter Name) | | | | | | |
| | | 942,282 | 628,188 | - | - | 1,570,470 |
| Special Education Revenue | | | 803,520 | | | 803,520 |
| Grants | | | | | | |
| Stimulus | | | | | | |
| Other | | | | | | |
| Other | | 188,456 | 125,638 | | | 314,094 |
| TOTAL REVENUE FROM STATE SOURCES | | 1,130,738 | 1,557,346 | | | 2,688,084 |
| REVENUE FROM FEDERAL FUNDING | | | | | | |
| IDEA Special Needs | | | 44,000 | | | 44,000 |
| Title I | | 29,700 | 19,800 | | | 49,500 |
| Title Funding - Other | | 2,376 | 1,584 | | | 3,960 |
| School Food Service (Free Lunch) | | | | | | |
| Grants | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | | | 150,000 | 150,000 |
| Other | | | | | | |
| Other | | | | | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 32,076 | 65,384 | | 150,000 | 247,460 |
| LOCAL and OTHER REVENUE | | | | | | |
| Contributions and Donations, Fundraising | | | | | | |
| Erate Reimbursement | | | | | 6,600 | 6,600 |
| Interest Income, Earnings on Investments, | | | | | | |
| NYC-DYCD (Department of Youth and Community Developmnt.) | | 61,950 | 41,300 | | | 103,250 |
| Food Service (Income from meals) | | | | | | |
| Text Book | | | | | | |
| OTHER | | | | | 6,000 | 6,000 |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 61,950 | 41,300 | | 12,600 | 115,250 |
| TOTAL REVENUE | | 1,224,764 | 1,664,030 | | 162,600 | 3,050,794 |

10% of SpEd students @ 20%-60% @\$10390; 90% of SpEd @ more than 60% @\$19049.

Assumes Facilities Funding @ 20% of per pupil rate

Assume \$1,000/SpEd student
Assume \$500/FRLP; Assume 90% FRLP
Assume \$40/FRLP; Assume 90% FRLP

Assumes \$550,000 Grant; \$800,000 is possible, but not assumed

50% Tech budget

Assumes startup grant of \$51K plus \$475/student in Y1

NYSTL

| EXPENSES | | | | | | |
|---|------------------|---------|---------|--|---------|-----------|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | |
| | No. of Positions | | | | | |
| Executive Management | 1.00 | | | | 125,000 | 125,000 |
| Instructional Management | 1.00 | 57,000 | 38,000 | | | 95,000 |
| Deans, Directors & Coordinators | 3.00 | 91,000 | 74,000 | | 85,000 | 250,000 |
| CFO / Director of Finance | | | | | | |
| Operation / Business Manager | 1.00 | | | | 45,000 | 45,000 |
| Administrative Staff | 2.00 | | | | 60,000 | 60,000 |
| TOTAL ADMINISTRATIVE STAFF | 8.00 | 148,000 | 112,000 | | 315,000 | 575,000 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 4.00 | 240,000 | | | | 240,000 |
| Teachers - SPED | 4.00 | | 240,000 | | | 240,000 |
| Substitute Teachers | | | | | | |
| Teaching Assistants | | | | | | |
| Specialty Teachers | | | | | | |
| Aides | 1.00 | 24,000 | 16,000 | | | 40,000 |
| Therapists & Counselors | 1.00 | 36,000 | 24,000 | | | 60,000 |
| Other | 7.00 | 207,000 | 138,000 | | | 345,000 |
| TOTAL INSTRUCTIONAL | 17.00 | 507,000 | 418,000 | | | 925,000 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | | | | | | |
| Librarian | | | | | | |
| Custodian | | | | | | |
| Security | 1.00 | 21,000 | 14,000 | | | 35,000 |
| Other | | | | | | |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 21,000 | 14,000 | | | 35,000 |
| SUBTOTAL PERSONNEL SERVICE COSTS | 26.00 | 676,000 | 544,000 | | 315,000 | 1,535,000 |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Payroll Taxes | | 70,980 | 57,120 | | 33,075 | 161,175 |
| Fringe / Employee Benefits | | 74,360 | 59,840 | | 34,650 | 168,850 |
| Retirement / Pension | | | | | 6,500 | 6,500 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 145,340 | 116,960 | | 74,225 | 336,525 |
| TOTAL PERSONNEL SERVICE COSTS | 26.00 | 821,340 | 660,960 | | 389,225 | 1,871,525 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | | | | | 17,500 | 17,500 |
| Legal | | | | | | |
| Management Company Fee | | 195,000 | 130,000 | | | 290,000 |
| Nurse Services | | | | | | |
| Food Service / School Lunch | | 3,000 | 2,000 | | | 5,000 |
| Payroll Services | | 3,600 | 2,400 | | | 6,000 |
| Special Ed Services | | | | | | |
| Titement Services (i.e. Title I) | | | | | | |
| Other Purchased / Professional / Consulting | | 12,600 | 8,400 | | | 21,000 |
| TOTAL CONTRACTED SERVICES | | 214,200 | 142,800 | | 17,500 | 339,500 |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | | | | | 600 | 600 |
| Classroom / Teaching Supplies & Materials | | 10,500 | 7,000 | | | 17,500 |
| Special Ed Supplies & Materials | | | | | | |
| Textbooks / Workbooks | | 3,960 | 2,640 | | | 6,600 |
| Supplies & Materials other | | 7,590 | 5,060 | | | 12,650 |
| Equipment / Furniture | | 17,100 | 11,400 | | | 28,500 |
| Telephone | | 4,050 | 2,700 | | | 6,750 |
| Technology | | 7,200 | 4,800 | | | 12,000 |
| Student Testing & Assessment | | 8,100 | 5,400 | | | 13,500 |
| Field Trips | | 7,200 | 4,800 | | | 12,000 |
| Transportation (student) | | | | | | |
| Student Services - other | | 45,000 | 30,000 | | | 75,000 |
| Office Expense | | 12,000 | 8,000 | | | 20,000 |

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

School Leader
Director of Curriculum & Instruction Development@\$80K;

Operations Mgr
2 Operation Aides

1 ELA, 1 SS, 1 Math, 1 Drama
1 SpEd in each class

1 Student Support Service Asst.
1 Social Worker
1 Athletic Director@ \$55K; 5 Coaches @ \$50K; 1 Asst. Coach@ \$40K

1 Security Officer

FICA, DIS, SUI per payroll @ 10.5%
Health, Dental, Vision, Worker's Comp, etc. @ 11%
401 K Management Fees (no match)

Contracted accountant @\$15K for annual audit, \$2,500 for CSP audit

10% of entitlement revenue
Provided by DOE
Contract with DOE School Food
Based on current ADP contract

consultants

\$50/meeting plus one retreat
Assume \$160/student
Assume \$60/student
Assumes \$115/student
equipment, \$1,000 repairs
Monthly telephone and cell phone
Monthly internet, \$10,000 annual maintenance, \$1,000 annual website
Licenses for Read 180 and Math 180
Assumes two major field trips all students, five smaller trips - one for each team
See Student Services Other
Sports Based Youth Development program (incl uniforms, equipment, facilities, Assumes \$180/student (office supplies, copies, postage)

| | | | | | | | |
|---|------------------|------------------|----------|----------|------------------|------------------|---|
| Staff Development | 16,500 | 11,000 | - | - | - | 27,500 | development PD; Includes two staff appreciation events, one leadership retreat |
| Staff Recruitment | 1,800 | 1,200 | - | - | - | 3,000 | Job fairs, postings, and materials |
| Student Recruitment / Marketing | 3,000 | 2,000 | - | - | - | 5,000 | Includes design and printing of marketing materials, applications and brochures |
| School Meals / Lunch | 3,960 | 2,640 | - | - | - | 6,600 | Assumes \$60/student beyond bfast, lunch and snack |
| Travel (Staff) | - | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | - | Included in Management fee |
| Other | 1,800 | 1,200 | - | - | - | 3,000 | Assumes bank charges \$1,500 annual, SpEd collaborative dues \$2,000 |
| TOTAL SCHOOL OPERATIONS | 149,760 | 99,840 | - | - | 600 | 250,200 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | - | - | - | - | 45,000 | 45,000 | Includes General Liability, D & O, Umbrella, EPLI, Auto |
| Janitorial | 8,250 | 5,250 | - | - | 1,500 | 15,000 | Assumes \$1500/mo |
| Building and Land Rent / Lease | 275,000 | 175,000 | - | - | 50,000 | 315,000 | five years of lease with resent to base rent at Year 6 |
| Repairs & Maintenance | 6,600 | 4,200 | - | - | 1,200 | 12,000 | Assumes \$1,000/sf minor renovations and repairs |
| Equipment / Furniture | 59,125 | 37,625 | - | - | 10,750 | 107,500 | lockers @\$10K; leasehold improvements@ \$10K; |
| Security | - | - | - | - | - | - | See staffing |
| Utilities | 24,750 | 15,750 | - | - | 4,500 | 45,000 | Assumes \$3/s.f. for 15,000 sf |
| TOTAL FACILITY OPERATION & MAINTENANCE | 373,725 | 237,825 | - | - | 112,950 | 539,500 | |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - | |
| DISSOLUTION ESCROW & RESERVES / CONTIGENCY | - | - | - | - | 25,000 | 25,000 | |
| TOTAL EXPENSES | 1,559,025 | 1,141,425 | - | - | 545,275 | 3,025,725 | |
| NET INCOME | (334,261) | 522,605 | - | - | (382,675) | 25,069 | |

| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | |
|--|--------------------------|--------------------------|---------------|
| | REGULAR EDUCATION | SPECIAL EDUCATION | |
| CSD X | 66 | 44 | 110 |
| School District 2 (Enter Name) | | | - |
| School District 3 (Enter Name) | | | - |
| School District 4 (Enter Name) | | | - |
| School District 5 (Enter Name) | | | - |
| TOTAL ENROLLMENT | 66 | 44 | 110 |
| REVENUE PER PUPIL | 18,557 | 37,819 | 27,734 |
| EXPENSES PER PUPIL | 23,622 | 25,941 | 27,507 |

| | | | | | | | | | | | | | | |
|---|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|----------------|------------------|
| SUBTOTAL PERSONNEL SERVICE COSTS | - | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 127,917 | 1,535,000 |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| Payroll Taxes | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 13,431 | 161,175 |
| Fringe / Employee Benefits | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 14,071 | 168,850 |
| Retirement / Pension | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 541.67 | 6,500 |
| TOTAL PAYROLL TAXES AND BENEFITS | 28,044 | 28,044 | 28,044 | 336,525 |
| TOTAL PERSONNEL SERVICE COSTS | - | 155,960 | 155,960 | 155,960 | 155,960 | 1,871,525 |
| CONTRACTED SERVICES | | | | | | | | | | | | | | |
| Accounting / Audit | | | 7,500 | | | | | | | | 10,000 | | | 17,500 |
| Legal | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Management Company Fee | 24,166.67 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 24,167 | 290,000 |
| Nurse Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | 416.67 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 |
| Payroll Services | 500.00 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 6,000 |
| Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | 1,750.00 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 21,000 |
| TOTAL CONTRACTED SERVICES | 26,833 | 26,833 | 34,333 | 26,833 | 26,833 | 26,833 | 26,833 | 26,833 | 26,833 | 26,833 | 36,833 | 26,833 | 26,833 | 339,500 |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| Board Expenses | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 600 |
| Classroom / Teaching Supplies & Materials | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 1,458.33 | 17,500 |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | 1,200.00 | 1,200 | 1,200 | 3,000 | - | - | - | - | - | - | - | - | - | 6,600 |
| Supplies & Materials other | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 1,054.17 | 12,650 |
| Equipment / Furniture | 5,000.00 | 15,000.00 | 6,500.00 | 2,000.00 | | | | | | | | | | 28,500 |
| Telephone | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 562.50 | 6,750 |
| Technology | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 12,000 |
| Student Testing & Assessment | | 6,500.00 | | | 7,000.00 | | | | | | | | | 13,500 |
| Field Trips | | | | 1,000.00 | 2,500.00 | 1,000.00 | 1,000.00 | 2,500.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 12,000 |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 6,250.00 | 75,000 |
| Office Expense | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 1,666.67 | 20,000 |
| Staff Development | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 2,291.67 | 27,500 |
| Staff Recruitment | 750.00 | 750.00 | 300.00 | 300.00 | | | | | | 300 | 300 | 300 | 300 | 3,000 |
| Student Recruitment / Marketing | 1,000.00 | 1,000.00 | 500.00 | 500.00 | | | | | | 500 | 750 | 750 | 750 | 5,000 |
| School Meals / Lunch | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 550.00 | 6,600 |
| Travel (Staff) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 3,000 |
| TOTAL SCHOOL OPERATIONS | 23,083 | 39,583 | 23,633 | 21,933 | 24,633 | 16,133 | 16,133 | 17,633 | 16,133 | 16,933 | 17,183 | 17,183 | 17,183 | 250,200 |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| Insurance | 25,000 | 5,000 | 5,000 | 5,000 | 5,000 | - | - | - | - | - | - | - | - | 45,000 |
| Janitorial | 1,250.00 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Building and Land Rent / Lease | 26,250.00 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 26,250 | 315,000 |
| Repairs & Maintenance | 1,000.00 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 |
| Equipment / Furniture | 50,000.00 | 30,000 | 20,000 | - | - | - | 7,500 | - | - | - | - | - | - | 107,500 |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | 3,750.00 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 45,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 107,250 | 67,250 | 57,250 | 37,250 | 37,250 | 32,250 | 39,750 | 32,250 | 32,250 | 32,250 | 32,250 | 32,250 | 32,250 | 539,500 |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | - | - | - | - | - | 25,000 | - | - | - | - | - | - | - | 25,000 |
| TOTAL EXPENSES | 313,127 | 289,627 | 271,177 | 241,977 | 244,677 | 256,177 | 238,677 | 232,677 | 231,177 | 231,977 | 242,227 | 232,227 | 232,227 | 3,025,725 |
| NET INCOME | (313,127) | 158,387 | (246,177) | 206,037 | (194,677) | 191,837 | (216,434) | 256,580 | (214,934) | 257,280 | (225,984) | 366,280 | 366,280 | 25,069 |
| CASH FLOW ADJUSTMENTS | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Cash Flow Adjustments | - | - | - | - |
| NET INCOME | (313,127) | 158,387 | (246,177) | 206,037 | (194,677) | 191,837 | (216,434) | 256,580 | (214,934) | 257,280 | (225,984) | 366,280 | 366,280 | 25,069 |
| Beginning Cash Balance | - | - | - | - |
| ENDING CASH BALANCE | (313,127) | 158,387 | (246,177) | 206,037 | (194,677) | 191,837 | (216,434) | 256,580 | (214,934) | 257,280 | (225,984) | 366,280 | 366,280 | 25,069 |

**Urban Dove Team Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

Assumptions

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

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Total Revenue | 3,051,394 | 5,272,136 | 7,606,138 | 7,789,922 | 7,789,922 |
| Total Expenses | 3,025,725 | 5,113,137 | 7,075,560 | 7,460,930 | 8,397,931 |
| Net Income (Before Cash Flow Adjustments) | 25,669 | 158,999 | 530,578 | 328,992 | (608,009) |
| Actual Student Enrollment | 110 | 205 | 295 | 305 | 305 |
| Total Paid Student Enrollment | 110 | 205 | 295 | 305 | 305 |

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 2018 | 2019 | 2020 | 2021 | 2022 |

***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

| | |
|--------------------------------|--------|
| District of Location | 14,277 |
| School District 2 (Enter Name) | - |
| School District 3 (Enter Name) | - |
| School District 4 (Enter Name) | - |
| School District 5 (Enter Name) | - |

| | | | | |
|--|-------------|-------------|-------------|-------------|
| Per Pupil Revenue Percentage Increase | | | | |
| 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1,570,470 | 2,926,785 | 4,285,465 | 4,430,735 | 4,430,735 |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |
| 1,570,470 | 2,926,785 | 4,285,465 | 4,430,735 | 4,430,735 |
| 803,520 | 1,510,064 | 2,178,510 | 2,178,510 | 2,178,510 |

Special Education Revenue

Grants

Stimulus

Other

Other

| | | | | |
|---------|---------|---------|---------|---------|
| - | - | - | - | - |
| - | - | - | - | - |
| 314,094 | 585,357 | 857,093 | 886,147 | 886,147 |

TOTAL REVENUE FROM STATE SOURCES

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 2,688,084 | 5,022,206 | 7,321,068 | 7,495,392 | 7,495,392 |
|-----------|-----------|-----------|-----------|-----------|

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

| | | | | |
|--------|--------|---------|---------|---------|
| 44,000 | 82,000 | 118,000 | 122,000 | 122,000 |
| 49,500 | 92,250 | 132,750 | 137,250 | 137,250 |
| 3,960 | 7,380 | 10,620 | 10,980 | 10,980 |
| - | - | - | - | - |

| | | | | |
|---------|--------|---|---|---|
| 150,000 | 50,000 | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |

TOTAL REVENUE FROM FEDERAL SOURCES

| | | | | |
|---------|---------|---------|---------|---------|
| 247,460 | 231,630 | 261,370 | 270,230 | 270,230 |
|---------|---------|---------|---------|---------|

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

| | | | | |
|---------|--------|--------|--------|--------|
| - | - | - | - | - |
| 6,000 | 6,000 | 6,000 | 6,000 | 6,000 |
| - | - | - | - | - |
| 103,250 | - | - | - | - |
| - | - | - | - | - |
| 6,600 | 12,300 | 17,700 | 18,300 | 18,300 |
| - | - | - | - | - |

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

| | | | | |
|---------|--------|--------|--------|--------|
| 115,850 | 18,300 | 23,700 | 24,300 | 24,300 |
|---------|--------|--------|--------|--------|

TOTAL REVENUE

| | | | | |
|------------------|------------------|------------------|------------------|------------------|
| 3,051,394 | 5,272,136 | 7,606,138 | 7,789,922 | 7,789,922 |
|------------------|------------------|------------------|------------------|------------------|

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

| | | | | | | | |
|-----------------------------------|---|----------------|----------------|----------------|----------------|----------------|--|
| Executive Management | | 125,000 | 135,000 | 145,000 | 147,500 | 150,000 | |
| Instructional Management | - | 95,000 | 97,500 | 100,000 | 103,000 | 105,000 | |
| Deans, Directors & Coordinators | - | 250,000 | 307,500 | 316,725 | 326,226 | 336,000 | |
| CFO / Director of Finance | - | - | - | - | - | - | |
| Operation / Business Manager | - | 45,000 | 131,575 | 136,000 | 139,000 | 144,000 | |
| Administrative Staff | - | 60,000 | 122,100 | 152,100 | 157,424 | 231,785 | |
| TOTAL ADMINISTRATIVE STAFF | - | 575,000 | 793,675 | 849,825 | 873,150 | 966,785 | |

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

1. School Leader
DCI
Dir. Operations; Dir. YD; Dir. SSS; Add Dean SSS in Year 2@ \$50K; 3% COLA
Ops Mgr in Year 1; Add Ops Coord in Y2 @ \$35K; Business Mgr. in Y2@\$50K
2 Ops Aides in Y1, 4 in Y2, 7 in Y3

INSTRUCTIONAL PERSONNEL COSTS

No. of Positions

| | | | | | | | |
|----------------------------|---|----------------|------------------|------------------|------------------|------------------|--|
| Teachers - Regular | | 240,000 | 488,400 | 805,494 | 833,686 | 862,865 | |
| Teachers - SPED | - | 240,000 | 488,400 | 745,494 | 771,586 | 798,592 | |
| Substitute Teachers | - | - | - | - | - | - | |
| Teaching Assistants | - | - | - | - | - | - | |
| Specialty Teachers | - | 55,000 | 110,000 | 175,000 | 181,525 | 188,191 | |
| Aides | - | 40,000 | 41,400 | 82,849 | 85,749 | 88,750 | |
| Therapists & Counselors | - | 60,000 | 122,100 | 186,375 | 192,897 | 199,648 | |
| Other | - | 290,000 | 500,150 | 757,655 | 784,173 | 811,619 | |
| TOTAL INSTRUCTIONAL | - | 925,000 | 1,750,450 | 2,752,867 | 2,849,616 | 2,949,665 | |

Assume 4 FTE in Y1; 8 FTE in Y2; 13 FTE in Y3-5
Assume 4 FTE in y1; 8 FTE in Y2; 12 FTE in Y3-5
Athletic Director in Y1; Instructional Coach in Y2; Add Guidance Counselor in Y3 @\$60K
1 Student Support Service Asst. in Y1-3; 2 in Y4-5
1 SW in Y1, 2 in Y2, 3 in Y3
2 FTE in Y3-5

NON-INSTRUCTIONAL PERSONNEL COSTS

No. of Positions

| | | | | | | | |
|--------------------------------|---|---------------|---------------|---------------|---------------|---------------|--|
| Nurse | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | |
| Custodian | - | - | - | - | - | - | |
| Security | - | 35,000 | 35,000 | 35,000 | 35,000 | 35,000 | |
| Other | - | - | 45,000 | 46,575 | 48,205 | 49,892 | |
| TOTAL NON-INSTRUCTIONAL | - | 35,000 | 80,000 | 81,575 | 83,205 | 84,892 | |

1 Security Officer
Parent Coordinator in Y2

SUBTOTAL PERSONNEL SERVICE COSTS

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| - | 1,535,000 | 2,624,125 | 3,684,267 | 3,805,972 | 4,001,342 |
|---|-----------|-----------|-----------|-----------|-----------|

PAYROLL TAXES AND BENEFITS

| | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|--|
| Payroll Taxes | | 161,175 | 275,533 | 386,848 | 399,627 | 420,141 | |
| Fringe / Employee Benefits | | 168,850 | 288,654 | 405,269 | 418,657 | 440,148 | |
| Retirement / Pension | | 6,500 | 10,000 | 12,000 | 12,000 | 12,000 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 336,525 | 574,187 | 804,117 | 830,284 | 872,289 | |

FICA, DIS, SUI per payroll @ 10.5%
Health, Dental, Vision, Worker's Comp, etc. @ 11%
401 K Management Fees (no match)

TOTAL PERSONNEL SERVICE COSTS

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| - | 1,871,525 | 3,198,312 | 4,488,385 | 4,636,255 | 4,873,631 |
|---|-----------|-----------|-----------|-----------|-----------|

CONTRACTED SERVICES

| | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|--|
| Accounting / Audit | | 17,500 | 17,500 | 17,500 | 20,000 | 22,500 | |
| Legal | | - | 10,000 | 10,000 | 11,600 | 11,600 | |
| Management Company Fee | | 290,000 | 520,000 | 750,000 | 775,000 | 775,000 | |
| Nurse Services | | - | - | - | - | - | |
| Food Service / School Lunch | | 5,000 | 6,000 | 7,500 | 7,500 | 7,500 | |
| Payroll Services | | 6,000 | 6,500 | 7,500 | 8,500 | 10,000 | |
| Special Ed Services | | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | 21,000 | 25,000 | 25,000 | 30,000 | 30,000 | |
| TOTAL CONTRACTED SERVICES | | 339,500 | 585,000 | 817,500 | 852,600 | 856,600 | |

Contracted accountant @\$15K for annual audit, \$2,500 for CSP audit
10% of entitlement revenue
Provided by DOE
Contract with DOE School Food
Based on current ADP contract
consultants

SCHOOL OPERATIONS

| | | | | | | | |
|---|--|--------|--------|--------|--------|--------|--|
| Board Expenses | | 600 | 750 | 750 | 1,000 | 1,000 | |
| Classroom / Teaching Supplies & Materials | | 17,500 | 32,800 | 47,200 | 48,800 | 48,800 | |
| Special Ed Supplies & Materials | | - | - | - | - | - | |
| Textbooks / Workbooks | | 6,600 | 12,300 | 17,700 | 18,300 | 18,300 | |

\$50/meeting plus one retreat
Assume \$160/student
Assume \$60/student

| | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|--|
| Supplies & Materials other | 12,650 | 23,575 | 33,925 | 35,075 | 35,075 | Assumes \$115/student |
| Equipment / Furniture | 28,500 | 32,500 | 37,500 | 37,500 | 37,500 | equipment, \$1,000 repairs |
| Telephone | 6,750 | 6,750 | 6,750 | 6,750 | 6,750 | Monthly telephone and cell phone |
| Technology | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | Monthly internet, \$10,000 annual maintance, \$1,000 annual websit |
| Student Testing & Assessment | 13,500 | 13,500 | 13,500 | 13,500 | 13,500 | Licenses for Read 180 and Math 180 |
| Field Trips | 12,000 | 24,000 | 36,000 | 37,500 | 37,500 | Assumes two major field trips all students, five smaller trips - one for each team |
| Transportation (student) | - | - | - | - | - | See Student Services Other |
| Student Services - other | 75,000 | 135,000 | 175,000 | 175,000 | 175,000 | Sports Based Youth Development program (incl uniforms, equipment, facilities, |
| Office Expense | 20,000 | 36,900 | 53,100 | 54,900 | 54,900 | Assumes \$180/student (office supplies, copies, postage) |
| Staff Development | 27,500 | 50,000 | 65,000 | 65,000 | 65,000 | PD; Includes two staff appreciation events, one leadership retreat |
| Staff Recruitment | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | Job fairs, postings, and materials |
| Student Recruitment / Marketing | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | Includes design and printing of marketing materials, applications and brochures |
| School Meals / Lunch | 6,600 | 12,500 | 17,500 | 18,000 | 18,000 | Assumes \$60/student beyond bfast, lunch and snack |
| Travel (Staff) | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | Included in Management fee |
| Other | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | Assumes bank charges \$1,500 annual, SpEd collaborative dues \$2,000 |
| TOTAL SCHOOL OPERATIONS | 250,200 | 403,575 | 526,925 | 534,325 | 534,325 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | 45,000 | 45,000 | 50,000 | 55,000 | 55,000 | Includes General Liability, D & O, Umbrella, EPLI, Auto |
| Janitorial | 15,000 | 25,000 | 36,000 | 36,000 | 36,000 | Assume \$2000/mo in Y2; \$3000/mo in Y3-5 |
| Building and Land Rent / Lease | 315,000 | 635,000 | 950,000 | 1,200,000 | 1,900,000 | \$5MM total rent over 5 years, adjusted to enrollment, resent to base rent after Y5 |
| Repairs & Maintenance | 12,000 | 15,000 | 18,000 | 18,000 | 18,000 | Assumes \$1,000/sf minor renovations and repairs in Y1, increases as space grows |
| Equipment / Furniture | 107,500 | 97,000 | 71,000 | 43,000 | 35,500 | Y3; computers and software@\$20K each year; lockers @\$10K in each of first 3 years; |
| Security | - | - | - | - | - | |
| Utilities | 45,000 | 60,000 | 75,000 | 75,000 | 80,000 | Assume \$3/sf, increase in Y5 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 539,500 | 877,000 | 1,200,000 | 1,427,000 | 2,124,500 | |
| DEPRECIATION & AMORTIZATION | | 24,250 | 17,750 | 10,750 | 8,875 | |
| DISSOLUTION ESCROW & RESERVES / CONTIGENCY | 25,000 | 25,000 | 25,000 | - | - | \$75K Dissolution Account |
| TOTAL EXPENSES | 3,025,725 | 5,113,137 | 7,075,560 | 7,460,930 | 8,397,931 | |
| NET INCOME | 25,669 | 158,999 | 530,578 | 328,992 | (608,009) | |

ENROLLMENT - *School Districts Are Linked To Above Entries*

| | | | | | |
|--------------------------------|---------------|---------------|---------------|---------------|---------------|
| District of Location | 110 | 205 | 295 | 305 | 305 |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| TOTAL ENROLLMENT | 110 | 205 | 295 | 305 | 305 |
| REVENUE PER PUPIL | 27,740 | 25,718 | 25,784 | 25,541 | 25,541 |
| EXPENSES PER PUPIL | 27,507 | 24,942 | 23,985 | 24,462 | 27,534 |

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

| | | | | | |
|---------------------------------|---|---|---|---|---|
| Example - Add Back Depreciation | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - |

INVESTMENT ACTIVITIES

| | | | | | |
|--|---|---|---|---|---|
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - |

FINANCING ACTIVITIES

| | | | | | |
|---|---|---|---|---|---|
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |

| | | | | | |
|------------------------------------|---------------|----------------|----------------|------------------|------------------|
| Total Financing Activities | - | - | - | - | - |
| Total Cash Flow Adjustments | - | - | - | - | - |
| NET INCOME | 25,669 | 158,999 | 530,578 | 328,992 | (608,009) |
| Beginning Cash Balance | - | 25,669 | 184,668 | 715,246 | 1,044,238 |
| ENDING CASH BALANCE | 25,669 | 184,668 | 715,246 | 1,044,238 | 436,229 |